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Course Profiles

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Course Profile

English for School and Work

ESL Level 3
Open

• *for teachers by teachers*

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Margaret Bick - Toronto Catholic District School Board
Angelo Bolotta - Institute of Catholic Education
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Paula Mamo - York Catholic District School Board
Jan Noonan - Toronto Catholic District School Board
Dan Samoyloff - Toronto Catholic District School Board

Lead Boards

Toronto Catholic District School Board
York Catholic District School Board

Course Profile Writing Team

Michelle Asselstine - Toronto Catholic District School Board
Lucy Bacchet - York Catholic District School Board
Maureen Bachetti - York Catholic District School Board
Maureen Cassidy - Toronto Catholic District School Board

Word Processor

Anna Maria Di Carlo - York Catholic District School Board

Graphics

Gary Dominick - Printed Word Art

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Course Overview
English for School and Work, Open

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Identifying Information:

School:
Department: ESL
District:
Course Title: English for School and Work
Course Type: Open
Ministry Course Code: ESLCO
Credit Value: 1.0

Course Developer(s):
Michelle Asselstine, Toronto Catholic District School Board
Lucy Bacchet, York Catholic District School Board
Maureen Bachetti, York Catholic District School Board
Maureen Cassidy, Toronto Catholic District School Board

Development Date: April 1999
Course Revisor(s):

Revision Date:
Additional Codes:

Description/Rationale

This course is designed to improve students' accuracy in using English in classroom situations for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

How This Course Supports the Ontario Catholic School Graduate Expectations

In this course students will reflect on literature, informational texts and media works linking them with personal faith experiences within the Catholic community and finding connections to and parallels with gospel/Biblical stories using the key visual: "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A). The goal of the course is to enable students to find meaning, dignity, fulfilment and vocation in work that contributes to the common good and respects and affirms the diversity and interdependence of the world's peoples and cultures.

Unit Titles (Time and Sequence) [Units must total to 110 contact hours]

Unit 1	In Our Own Voices - Transitions and Transformations	30 Hours
Unit 2	Career Exploration	20 Hours
Unit 3	Building A Sense of Community - Contributions of Immigrants to Canada	35 Hours
Unit 4	Preparing Catholic Graduates for Success in the Workplace	25 Hours

Unit Organization

Unit #1: In Our Own Voices - Transitions and Transformations

Time: 30 Hours

Description:

Through participation in a variety of activities, students will find their voice as they integrate into the diverse Canadian society. The unit activities provide opportunities for the individual to grow spiritually, intellectually, and socially as a reflective, creative thinker. By reading and responding to fiction and non-fiction, students will demonstrate their understanding of the elements of these genres and gain understanding, empathy and sensitivity to a variety of cultures within the Canadian mosaic. Activities in this unit will support students in becoming independent, self-directed learners who use a variety of strategies, visual tools and metacognitive skills to enhance their learning in all subjects. The language focus in this unit is: the language structures used for making comparisons, interrogative constructions and figurative language.

Ontario Catholic School Graduate Expectations: CGE 1a, 2a, c, 3c, d, 4a, 5a, 6c, 7f, g, i, j

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, 02, 03, 04, CREV.01, 02, 03, 04, CWRV.01, 02, 03, 04, CSCV.01, 02

Specific Expectations: COR1.02, 03, 04, 05, 07, 2.01, 02, 3.01, 4.01, 03, CRE1.01, 02, .03, 04, 2.01, 02, 3.01, 02, 03, 05, 4.02, 03, CWR1.01, 02, 03, 04, 2.01, 02, 03, 06, 3.01, 02, 03, 06, 07, CSC 2.02, 04

Unit #2: Career Exploration

Time: 20 Hours

Description

In this unit, students will participate in a variety of activities designed to help them develop greater self- awareness and to help them explore possible career paths. Through the use of reflective tools, students will develop a greater awareness of their values, abilities and career aspirations. Students will broaden their knowledge about career paths through experiential learning opportunities and research activities. Participation in the unit activities will help students to develop a religious understanding of work. Graphic organizers and visual tools will be used to facilitate students' acquisition of new information. The language focus addressed in this unit is: interrogative constructions; interview and problem-solving gambits; and subject-specific terms.

Ontario Catholic School Graduate Expectations: CGE 1d, g, 2a, 4a, g, 5b

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, 02, 03, CREV.01, 02, 03, 04, CWRV.01, 02, 03, 04, CSCV.02

Specific Expectations: COR1.01, 02, 03, 04, 05, 06, 07, 2.01, 02, 3.01, 02, 4.01, 04, CRE1.01, 04, 2.01, 02, 3.01, 02, 03, 4.01, 02, 03, CWR1.01, 03, 04, 2.01, 02, 03, 04, 05, 3.01, 02, 03, 04, 05, 06, 07, 08, CSC1.04, 2.01, 02, 03, 04, 06

Unit #3: Building a Sense of Community - Contributions of Immigrants to Canada

Time: 35 Hours

Description:

In this unit, students will develop an understanding of the contributions of immigrants to the building of Canada. Through activities using media works and informational, narrative and poetic texts, students will explore the legacy of immigrants and make connections to their own roots and Catholic faith traditions. Reflecting upon their personal experiences and those of their families, students will recognize their roles and responsibilities in Canada's past, present and future. Students will discover the relationship between some important aspects of history and geography and current Canadian issues, while recognizing their influence on artistic expression. Students will expand their repertoire of learning strategies focusing on: the language structures used for making comparisons, expressing opinions and the passive voice.

Ontario Catholic School Graduate Expectations: CGE 2a, e, 7g

Strands: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, 02, 03, CREV.02, 03, CWRV.01, 02, 03, 04, CSCV.01, 02

Specific Expectations: COR1.01, 02, 03, 04, 05, 06, 07, 2.01, 3.01, 3.02, 4.01, 03, CRE1.01, 2.01, 02, 3.01, 02, 03, 4.03, CWR1.03, 2.02, CSC1.01, 02, 03, 2.06

Unit #4: Preparing Catholic Graduates for Success in the Workplace

Time: 25 Hours

Description:

The goal of this unit is to enable students to act ethically and morally based on Catholic faith traditions, recognizing the dignity and self-worth of all persons. Students will identify the traits of a successful worker and explore ways in which they can prepare for a workplace that is changing. They will discuss the basic competencies needed by all workers: interpersonal skills, ability to use resources efficiently, ability to acquire and use information effectively, ability to use a variety of technologies and aptitude for understanding complex systems. Students will discuss workplace ethics using a problem-solving model and role-playing. The language focus addressed in this unit is: the language structures used in seeking clarification and problem-solving.

Ontario Catholic School Graduate Expectations: CGE 5g, h

Strands: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, 02, 03, 04, CREV.02, 03, 04, CWRV.01, 02, 03, 04, CSCV.01, 02

Specific Expectations: COR3.03, 4.02, 03, 04, CRE2.01, 4.01, 02, 03, CWR1.04, 1.05, 2.05, 3.04, 3.08, CSC1.03, 2.02, 04, 05, 06

Instructional Strategies	Assessment Strategies	Main Resources
Brainstorming - group generation of initial ideas expressed without criticism or analysis **Conferencing** - student to student discussion **Cooperative Learning Strategies** - learning through collaborative group work **Graphic Organizers and Visual Key** - tools to organize information to support understanding **Interviewing** **Reader's Theatre** - translation of text into script to be read aloud in parts **Report/Presentation** - oral and written presentation of researched topic to class **Research** - students explore and research a topic of interest **Role-Playing** **Scaffolding** - providing contextual supports for meaning during instruction or assessment (e.g. visual displays, tables) **Think-aloud** - teachers/ students describe aloud the thinking processes they are using in reading or problem solving **Video clips** - use of short videotaped segments to assess oral language	**Personal Communication** • journals/conferencing logs • self assessment • student-teacher conferences • oral interviews • information gap activities • oral presentations **Paper and Pencil Tests** • unit tests (knowledge) • mid-term and final exams **Observation** • formal/informal **Performance Assessment** • research project • portfolios • collages • graphic organizers • letters • exhibitions • photo journals • music montages • timelines • poster displays • brochures • scrapbooks • dramatic performances • learning logs • reflective writing samples **Assessment tools will include:** • checklists • marking schemes • rubrics • anecdotal comments with suggestions for improvement • learning logs • story/text retelling • surveys • rated checklists	"A Scattering of Seeds-- The Creation of Canada". Produced by White Pine Pictures, 1998. Berish, L. and Thibaudeau, S. Canadian Concepts. Scarborough: Prentice-Hall Canada, 1995. Berish, L. and Thibaudeau, S. Grammar Connections. Scarborough: Prentice-Hall Canada, 1993. "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers" (Grades 9 - 12)". The Metropolitan Toronto School Board, 1997. (1c, 2c, 3c, 4c, 5c, 6c) videotapes Cisneros, S. The House on Mango Street. New York: Vintage Books, 1989. Cultural Profiles. University of Toronto. School of Social Work. AMNI Centre, 1998. Fleischman, P. Seedfolks. New York: Joanna Cotler, 1997. Linklater, L. Canadian By Choice. Citizenship and Immigration Canada, 1994. McCloskey, M.L. and Stack, L. Voices in Literature. Bronze, Gold and Silver. Boston, MA: Heinle & Heinle, 1996. Misener, J. and Butler, S. Exploring Your Horizons. Toronto: McGraw-Hill Ryerson Ltd., 1998. Porter, J. Ed . New Canadian Voices. Toronto: Wall & Emerson Inc., 1991.

English for School and Work

Evaluation of Student Achievement

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Final Evaluation	100	Final Evaluation	
• Knowledge/Understanding		Oral and Visual	30
• Thinking/Inquiry/Problem Solving		Communication	
• Communication		Reading	10
• Application/Making Connections		Writing	25
Oral and Visual Communication	100	Social and Cultural	25
• Knowledge/Understanding		Competence	
• Thinking/Inquiry/Problem Solving			10
• Communication			
• Application/Making Connections		Course Grade	
Reading	100		100
• Knowledge/Understanding			
• Thinking/Inquiry/Problem Solving			
• Communication			
• Application/Making Connections			
Writing	100		
• Knowledge/Understanding			
• Thinking/Inquiry/Problem Solving			
• Communication			
• Application/Making Connections			
Social and Cultural Competence	100		
• Knowledge/Understanding			
• Thinking/Inquiry/Problem Solving			
• Communication			
• Application/Making Connections			

Course Notes

- As ESLCO is an open course designed for students in any grade, the selection of resource materials must take into consideration the age and maturity of the second language learners. Teachers should consult their Board's equity documents and use these guidelines to select appropriate course materials.

- Teachers should inform students at the beginning of ESLCO that they will be required to maintain a portfolio for the duration of the course. Teachers should provide students with clear guidelines about the compulsory and optional components of the portfolio. Teachers should also provide students with a rubric for assessing the ESLCO portfolio and review the criteria for evaluation.

- A vocabulary graphic organizer and a learning log are used throughout the course.

- Teachers should consult The Ontario Curriculum policy documents in guidance and cooperative education prior to developing ESL course profiles. Although one component of ESLCO focuses on the use of language for personal and career planning, this course is not a substitute for the compulsory guidance course.

- Senior students in ESLCO would benefit greatly from a cooperative education experience.

Course Evaluation

Teachers as reflective practitioners should evaluate the effectiveness of their course through the use of feedback from students, self and colleagues. This critical self-evaluation should be on-going and used to make revisions to the course to meet students' needs.

Portfolio assessment has been selected as one way of gauging the effectiveness of this course. "A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas." (Burke, 1994, viii). The portfolio for ESLCO will be assessed using the "The Achievement Chart for ESL/ELD" on pages 68 and 69 of The Ontario Curriculum Grades 9 to 12: English As a Second Language and English Literacy Development, 1999.

The portfolio for this course will contain samples of student work and student self-assessments. Students will receive clearly stated criteria at the outset of the course. During the portfolio conference, the teacher will discuss the student's progress, identifying his/her strengths and weaknesses as evidenced by the collection of data in the portfolio. This student-teacher conference will enable the student to target realistic personal goals in light of the feedback he/she receives. The teacher will use the information gleaned from the portfolio conference to plan the next step in the teaching learning cycle.

Unit #1: In Our Own Voices - Transitions and Transformations

Time: 30 Hours

Unit Developer(s)

Michelle Asselstine, Toronto Catholic District School Board
Lucy Bacchet, York Catholic District School Board
Maureen Bachetti, York Catholic District School Board
Maureen Cassidy, Toronto Catholic District School Board

Development Date: April 1999

Unit Description

Through participation in a variety of activities, students will find their voice as they integrate into the diverse Canadian society. The unit activities provide opportunities for the individual to grow spiritually, intellectually, and socially as a reflective, creative thinker. By reading and responding to fiction and non-fiction, students will demonstrate their understanding of the elements of these genres and gain understanding, empathy and sensitivity to a variety of cultures within the Canadian mosaic. Activities in this unit will support students in becoming independent, self-directed learners who use a variety of strategies, visual tools and metacognitive skills to enhance their learning in all subjects. The language focus in this unit is: the language structures used for making comparisons, interrogative constructions and figurative language.

Ontario Catholic School Graduate Expectations: CGE 1a, 2a, c, 3c, d, 4a, 5a, 6c, 7f, g, i, j

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, 02, 03, 04, CREV.01, 02, 03, 04, CWRV.01, 02, 03, 04, CSCV.01, 02

Specific Expectations: COR1.02, 03, 04, 05, 07, 2.01, 02, 3.01, 4.01, 03, CRE1.01, 02, .03, 04, 2.01, 02, 3.01, 02, 03, 05, 4.02, 03, CWR1.01, 02, 03, 04, 2.01, 02, 03, 06, 3.01, 02, 03, 06, 07, CSC 2.02, 04

Activity Titles (Time + Sequence)

Activity 1	Reflections - Then and Now	300 minutes
Activity 2	Immigrant Voices	300 minutes
Activity 3	Novel Study: Seedfolks - Understanding Characters	525 minutes
Activity 4	Novel Study: Seedfolks - Portraying Characters through Reader's Theatre	150 minutes
Activity 5	Novel Study: Seedfolks - The Gibb Street Garden: A Microcosm of the Neighbourhood	375 minutes
Activity 6	Novel Study: Seedfolks - Making Connections to our Faith and Lives	150 minutes

Unit Planning Notes

- Teachers should collect a variety of contemporary materials that reflect the cultural and linguistic diversity of Ontario. Although the videotape series entitled, "A Scattering of Seeds - The Creation of Canada" is the primary resource for Unit 3 - "Building a Sense of Community - Contributions of Immigrants to Canada", teachers could select any of the twenty-six titles to introduce the theme of the immigrant experience in Canada.

- A set of cultural profiles from the University of Toronto, which provides a snapshot of over thirty countries, is a rich and user-friendly resource to raise students' awareness of the cultures and traditions of their peers.

- Teachers should contact community agencies (Catholic Cross-Cultural Services) for materials and speakers.

- Teachers are encouraged to help the students see the parallels to and connections with gospel values and Biblical stories in the literature studied in this unit. The key visual, "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A), is an invaluable tool for teachers to help students see that the content of Paul Fleischman's novel, Seedfolks, reflects the social teaching of the Catholic church.

- Teachers should select supplementary activities from an ESL series in order to reinforce/consolidate specific language structures introduced in the unit activities. Some sample series are: Canadian Concepts and Grammar Connections.

Prior Knowledge Required

- requisite skills of ESLBO
- some familiarity with gospel values
- some knowledge of Biblical stories

Teaching/Learning Strategies

- conferencing
- brainstorming
- scaffolding
- cooperative learning structures
- graphic organizers
- reporting/representing
- performances
- formal written assignment
- writing folders
- video clips

Assessment/Evaluation

- portfolio
- self-assessment
- student - teacher conferences
- journals
- role-playing
- logs
- anecdotal notes
- checklists
- rubrics
- graphic organizers

Resources

Print:

Student Resources:
Busby, B. and Brock, P. Coming to Canada: Authentic Readings for ESL Students. Scarborough, Ontario: Prentice Hall Allyn Bacon Canada, 1997.
Cisneros S. The House on Mango Street. New York: Vintage Books, 1991.
Dresser, N. Our Own Stories: Readings for Cross-cultural Communication. White Plains, NY: Addison-Wesley, 1995.
Fleischman, P. Seedfolks. New York: Joanna Cotler Books, 1997.
Linklater, L. Canadian by Choice. Citizenship and Immigration Canada., 1994.
Porter, J. Ed. New Canadian Voices. Toronto: Wall and Emerson Inc., 1991.

Teacher Resources:
Day, F.A. Latina and Latino Voices in Literature. Portsmouth, NH: Heinemann, 1997.
Day, F.A. Multicultural Voices in Contemporary Literature. Portsmouth, NH: Heinemann, 1999.
Kagan, S. Cooperative Learning. San Clemente, CA: Kagan Cooperative Learning, 1994.
North York Board of Education. In the Immigration Process: Strategies for Schools. Toronto, 1994.

Videotapes:

"A Scattering of Seeds - The Creation of Canada". Produced by White Pine Pictures. 1998. (26 half hour videotapes)

Activity #1 Reflections - Then and Now
"We are the hero of our own stories." **(Mary McCarthy)**

Time: 300 minutes (4 X 75)

Description

Through participation in reading personal stories of immigrant students, oral discussion and written reflection, students will demonstrate their understanding of the immigrant experience in Canada. This unit activity will heighten students' awareness of the similarities and differences between their current and former educational systems and develop their confidence and skill in expressing personal experiences and viewpoints. Through these activities, students will be supported in developing an understanding of the acculturation process, self-awareness in relation to this process and the role of the Church in school life. Students will reinforce/refine their usage of the past tense and conditionals and expand their vocabulary related to the topic.

Strands and Expectations:

Ontario Catholic School Graduate Expectations: CGE1a, 7f, g
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, CREV.02, 03, CWRV.01, 03, 04, CSCV.01, 02
Specific Expectations: COR1.01, 02, 03, 04, 05, 07, COR2.01, 02, COR3.01, CRE1.01, CRE2.02, CRE3.02, 03, CRE4.03, CWR1.02, 03, CWR2.02, 03, CWR3.01, 02, 03, 07, CSC1.03, 04, CSC2.02, 04

Planning Notes

- Teachers should familiarize themselves with the stages of an immigrant's adaptation to a new culture. In order to obtain more information about the stages, the following teacher resource is recommended: In the Immigration Process: Strategies for School. North York Board of Education, 1994.

- Teachers should provide students with their own copies of the following key visuals: "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A) and "Stages in the Acculturation Process" (see Appendix B).

- Teachers should familiarize themselves with the education systems and cultures/traditions of students in their class by referring to resources such as : Education Systems of Immigrant Students. North York Board of Education, 1990 and Cultural Profiles. University of Toronto. School of Social Work. AMNI Centre. 1998.

- Teachers may choose to invite a guest speaker from within the Catholic faith community (e.g. community liaison worker, social worker, a member of a religious community or Scarboro Foreign Missions Society, or a member of a community agency, such as "CultureLink" or Catholic Family Services) to make a presentation to the students about the process of acculturation.

- Teachers may use a videotape series, such as "A Scattering of Seeds – The Creation of Canada" to introduce the concept of acculturation.

- Teachers may wish to establish mentorships between ESL students in different classes to support their adjustment to the school and community. This cross-age mentorship could form part of the Christian service component of the Religion program.

- Teachers will need to familiarize students with the specialized vocabulary of this topic area. (i.e. culture, beliefs, traditions, customs, curriculum, strategies, cultural retention, push/pull factors).

- Teachers should create a writing centre in the classroom containing a variety of writing and reference tools (e.g. dictionaries, learner dictionaries, bilingual dictionaries, thesauri, editing checklists and symbols, computer and appropriate software programs, highlighters, post-it notes and flags, etc.).

Prior Knowledge Required

- some familiarity with the educational system of the student's country of origin

Teaching/Learning Strategies

Selections representative of a cross-section of languages and cultures should be used in the reading component of this activity. The following anthologies, Canadian by Choice and New Canadian Voices, contain some suggested readings.

Linklater, L. Canadian by Choice. Citizenship and Immigration Canada, 1994.
- "My Grandmother was my Idol - I have Empathy for Seniors" (p. 9): A student from Haiti reflects on her adjustment to Canada, her career goals and her involvement in community work.

Porter, J. Ed. New Canadian Voices. Toronto: Wall & Emerson Inc., 1991.
- "The First Day" (pp. 54 - 55): A student from China reflects on the challenges she faced in adjusting to a new language and school system.

- "Freedom to Speak" (pp. 65 - 66): A student from China reflects on the differences between the two cultures with regards to freedom of speech and how this has impacted on her personality.
- "Human Relations and Political Systems" (pp. 47 - 48): A student from Romania reflects on the impact of political systems on the attitudes of people towards each other.
- "Big Man" (pp. 57 - 58): A student from Korea reflects on the challenges he faced (while adjusting to a new language) in understanding teachers and interacting with classmates.
- "Learning Languages": (pp. 197 - 198) A student from Vietnam reflects on his previous schooling, his learning in a variety of languages, and the positive impact these experiences have had on his vision of himself as a life-long learner.
- "Special Teacher" (p. 200): A student from Greece reflects on the positive influence a teacher had in helping him to develop self-confidence by introducing him to a wide variety of literature from authors of different backgrounds.

Teachers may also wish to consult an evocative anthology of personal stories written by a group of adolescents in California. Their book entitled, Freedom Writers' Diaries will be published in September 1999 by Bantam Dell Doubleday. ABC Prime Time News has produced a video clip of Erin Grunwell, the novice teacher who inspired these minority students to tell their own stories. The videotape is available for purchase.

Before Reading

1. As a pre-reading activity, teachers will activate students' prior knowledge by asking them to reflect on their first day in an Ontario school. Teachers will lead a discussion and elicit from the students their emotional responses to their experiences. "How did you feel when you first entered an Ontario school?"

2. Teachers will instruct students to turn to a partner and share their experiences and reflections.

3. Teachers will invite each pair to share their experiences with the class.

4. Teachers will elicit from the students information about the Ontario education system and record the data on a chart paper version of the graphic organizer, "A Comparison of Educational School Systems" (see Appendix D).

   - language/s of instruction
   - number of years in high school
   - length of school year
   - length of school day
   - structure of school day
   - number of subjects studied
   - subjects studied
   - extracurricular activities
   - approaches to teaching and learning
   - assessment and evaluation
   - role of parents
   - gospel values

5. During the information gathering activity, teachers will need to clarify any new terms with the students. Teachers will model the use of the vocabulary organizer (see Appendix C) and instruct students to record new vocabulary introduced throughout the course on this visual tool. Teachers will model the appropriate use of a thesaurus.

6. Individually, students will compare their previous school systems with the Ontario Catholic school system by completing their copies of the graphic organizer "A Comparison of Educational School Systems" (Appendix D). In small groups, students will share and compare their findings.

During Reading

7. Teachers will select one story from the list of suggested titles above or any other stories dealing with the theme of adjustment and acculturation.

8. Teachers will read aloud the selection while the students listen attentively. Teachers will pose a focus question and set the purpose for this listening activity. "What challenges did this immigrant student have to face in his/her new environment?"

9. Teachers will elicit from the students their responses to the focus question.

10. Teachers will repeat steps 7, 8 and 9 with several more stories until they are sure that students have sufficient background knowledge to be introduced to the stages of acculturation.

11. Teachers will highlight the following language structures related to the reading material: the past tense and conditionals.

After Reading

12. Using an overhead transparency, teachers will introduce the key visual, "Stages in the Acculturation Process".

13. Students will discuss as a group some of the adjustments they have had to make in their transitions to the Ontario Catholic school system and individually reflect upon their own experience identifying their stage in the acculturation process.

14. Students will write a reflective journal about their personal experiences in their current schools with a focus on their likes/dislikes, adjustments that they have had to make, challenges that they are facing and their suggestions as to how schools can further help ESL students. Teachers will use this writing sample as a diagnostic tool, analyzing the piece for: word choice, sentence fluency, organization, ideas and conventions.

Assessment/Evaluation

1. Summative assessment - "A Comparison of Educational School Systems" graphic organizer (see Appendix D)
2. Diagnostic assessment - writing sample: anecdotal comments with suggestions for improvement

Accommodations

1. Teachers should take into account students' cultural backgrounds and level of maturity in selecting the reading material to be used.
2. Some students will need a review of dictionary skills.
3. Some students may be quite familiar with the use of a thesaurus in their first language, while others will need time to consolidate these skills throughout the course.

Resources

Student Resources

Grunwell, E. Ed. Freedom Writers' Diaries. New York: Bantam Dell Doubleday, 1999.
Linklater, L. Canadian by Choice. Citizenship and Immigration Canada., 1994.
Porter, J. Ed. New Canadian Voices. Toronto: Wall & Emerson, Inc., 1991.

Teacher Resources

Cultural Profiles. University of Toronto. School of Social Work. AMNI Centre. 1998.
North York Board of Education. In the Immigration Process: Strategies for Schools. Toronto, 1994.
Uhl Chamot, A. and O'Malley, J. Michael. The CALLA Handbook. Reading, MA: Addison Wesley, 1994.

Videotapes

"A Scattering of Seeds – The Creation of Canada". Produced by White Pine Pictures, 1998. (26 half hour videotapes).
"From Survival to Adaptation: The Adolescent Refugee Experience". International Counselling Centre, 1990. (22 minute videotape).
"Between Two Cultures: Refugee Adolescents in Transition". International Counselling Centre, 1990. (22 minute videotape).

Web Site

The Canadian Ethnocultural Council http://www.web.net/~cec

Appendices

- "What are the Gospel Values - Guiding Principles of a Christian Way of Life"
- "A Comparison of Educational School Systems"
- "Stages in the Acculturation Process"
- Vocabulary graphic organizer

Activity #2: Immigrant Voices

"God's mosaic is the true painting for eternity." (Ghirlanadio)

Time: 300 minutes (4 X 75)

Description

By examining immigrant stories, students will be introduced to characters with whom they will be able to identify in their journey to find their own voice in their new language. Students will gain an understanding of their changing roles in the family, school, and the Catholic faith community. Through the concept of story, students will respond to two probe questions: "What is my story?" and "What does my story have to do with the Christian story?" As well, they will examine elements and literary devices which an author uses to effectively bring the written word to life. The language focus of this activity will be: the past tense, conditionals, negative constructions and contractions as well as vocabulary related to this theme.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2c, 6c
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.01, 02, 03, CWRV.03, CSCV.01
Specific Expectations: CORV1.01, 02, 03, 04, 2.01, 02, CRE1.01, 02, 03, 04, CRE2.01, 02, CRE3.02, 03, CWR1.03, CWR2.01, 02, 03, CWR3.01, 02, 03, 06, 07, CSC1.03, 04

Planning Notes

- In preparation for this activity, teachers will need to collect a variety of stories representative of a cross- section of languages and cultures. In choosing texts, teachers should locate material dealing with the themes of change, acculturation and relationships. Teachers should use the following

criteria in making selections: student interest, linguistic accessibility and cultural relevance. All literature chosen should provide models of high-quality language which is expressive, figurative and evocative and reflects gospel values.

- Teachers should present new vocabulary for each story and encourage students to record the information on their vocabulary graphic organizer (see Appendix C).

- Teachers should teach the following language structures: past tense, conditionals, negative constructions and contractions within the context of the selected stories.

- Teachers should provide a contextual framework for each story (e.g. pertinent geographical, historical and/or cultural information) to support students' understanding of the text.

- For this activity, The House on Mango Street by Sandra Cisneros, has been selected as a model of a language rich text. However, teachers may choose alternative materials that meet the selection criteria. Some suggestions are provided in the list of resources.

- Prior to the lesson, teachers should analyze the selected text to determine: language structures, unfamiliar vocabulary, idiomatic expressions and stylistic features (e.g. word choice). The language structures that will be addressed in "My Name", one of the stories taken from The House on Mango Street are: conditionals (e.g. I wonder if...., I would have liked....), contractions and negative constructions (e.g. wouldn't, couldn't and don't).

- All students should have a copy of The House on Mango Street.

- Teachers may wish to access additional support materials to extend activities related to the short stories selected. Two sample resources are the Living Literature Series and Novel Units. See resource list at the end of this activity for specific details.

- Teachers may wish to choose to view the videos "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers: Key Features of Guided Reading (Grades 9 - 12) - 1c" and "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers: Key Features of Teaching Conventions in Context (Grades 9 - 12) - 3c".

Prior Knowledge Required

- requisite reading and writing skills acquired in ESLBO
- some knowledge of world geography
- use of learner dictionaries, dictionaries and bilingual dictionaries

Teaching/Learning Strategies

Before Reading

1. Teachers may use any of the videotapes from a series, such as "A Scattering of Seeds - The Creation of Canada" to activate prior knowledge about the immigrant experience and to set the stage for future discussions and activities.

During Reading

2. As teachers read aloud "My Name", an excerpt from The House on Mango Street, they will set focus questions and a purpose for listening. "Who is this person?" "What are her fears?" Teachers will instruct students to try to visualize Esperanza.

3. In small groups, students will discuss the focus questions and share their responses with the class.

After Reading

4. Using an overhead transparency containing the quotation:
"I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Martiza or Zeze the X. Yes. Something like Zeze the X will do," teachers will pose this question: "What do these words mean to you?" (Draw students' attention to the reference to the sacrament of baptism in the quotation).

5. Teachers will lead a discussion and elicit responses from the students about the quotation. (whole class)

6. Using an overhead transparency of the "Stages in the Acculturation Process", teachers will pose a focus question: "What stage of acculturation does the narrator appear to be at?" Support your point of view.

7. Teachers will repeat steps 2 and 3 using "No Speak English", another excerpt from The House on Mango Street.

8. Using an overhead transparency containing the quotation:
"Whatever her reasons, whether she is fat, or can't climb the stairs, or is afraid of English, she won't come down. She sits all day by the window and plays the Spanish radio show and sings all the homesick songs about her country in a voice that sounds like a seagull", teachers will pose this question: "Why is Mamacita afraid of English?" Students will share their responses. (whole class)

Writing

9. Using an overhead transparency of the story map graphic organizer (see Appendix F), teachers will model the structure of a short story, such as "Speak No English" with regards to the key elements: setting, character, conflict, point of view and theme(s).

10. Teachers and students will complete the graphic organizer collaboratively and the students will record the information on their individual graphic organizers.

11. As a follow-up to the reading of these stories, teachers will instruct students to write a reflective response to the question: "What are your personal fears?"

12. Teachers will give students copies of the key visual "A Model of the Writing Process" (see Appendix E) to keep in their notebooks. Teachers will guide the students through all the stages of the writing process using this key visual. Teachers will model each step by thinking aloud.

13. Teachers will introduce the learning log (see Appendix H), illustrating its use as a tool for reflection.

14. Students will complete a learning log.

Assessment/Evaluation

1. Summative assessment - reflective response (see Appendix 1.0 for writing rubric).
2. Summative assessment - learning log

Accommodations

1. Teachers should take into account students' cultural backgrounds and level of maturity in selecting the reading material to be used.
2. Some students will require more individual support in order to complete their personal reflections. Teachers will address these concerns during the conferencing component of the writing process.

Resources

Student Resources

Busby, B. and Brock, P. Coming to Canada: Authentic Readings for ESL Students. Scarborough, ON: Prentice Hall Allyn Bacon, 1997.

Butler, L. The ESL Reader's Companion to The House on Mango Street. New York: The McGraw Hill Companies Inc., 1996. ISBN 0-07-009429-2

Cisneros, S. The House on Mango Street. New York: Vintage Books, 1989.

Dresser, N. Our Own Stories: Readings for Cross-cultural Communication. White Plains, NY: Addison-Wesley, 1995.

McCloskey, M.L. and Stack, L. Voices in Literature. Bronze, Gold and Silver. Boston, MA: Heinle and Heinle, 1996.

Teacher Resources

Green, P. The House on Mango Street. Teacher's guide. San Antonio, TX: Novel Units, Inc., 1998. ISBN 1-56137-4830.

Snodgrass, M.E. The House on Mango Street. Living Literature Series Teacher's guide. Willowdale, ON: Perma-Bound Canada, 1998.

Audiotapes

The House on Mango Street. Westminster, MD: Random House Audiobooks. (contains 30 of the 44 vignettes).

Videotapes

"A Scattering of Seeds – The Creation of Canada". Produced by White Pine Pictures, 1998. (26 half hour videotapes).

Web Sites

"Sandra Cisneros" http://www.ollusa.edu/alumni/latinos/cisneros.html

"Sandra Cisneros' 'The House on Mango Street'" http://odin.english.udel.edu/josephk/usia/maf/apr.html

Zumwalt, D., "A House of My Own": Sandra Cisneros and the Art of Storytelling," http://twu.edu/www/twu/lirary/zumwalt.html

Appendices

- Story map
- Writing rubric
- Learning log

Activity #3 Novel Study - Seedfolks: Understanding Characters

"And a young child shall lead them." **(Isaiah 11: 1-9)**

Time: 525 minutes (7 X 75)

Description

Through the study of the novel, Seedfolks, students will be introduced to the elements of a novel. By participating in this unit activity, students will develop an understanding of point of view, characterization and the related vocabulary. They will demonstrate this understanding by using the "Character Web" graphic organizer (see Appendix G) to record specific information about the attributes of the thirteen diverse characters in the novel. The vocabulary embedded in this graphic organizer will help students to consolidate concepts taught in class.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE 2a, c
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.03, CWRV.01, CSCV.02
Specific Expectations: COR1.04, CRE1.01, 02, 03, 3.03, CRE4.03, CWR1.01

Planning Notes

- An effective approach to teaching novels to ESL students is modelled in Activities 3, 4, 5 and 6 of this unit. Seedfolks has been chosen for this novel study because it is a good example of an authentic language rich text which addresses themes that are of interest to adolescents (e.g. relationships, community, change). Paul Fleischman's novel, Seedfolks, is a collection of interwoven vignettes representing the voices of thirteen immigrants from diverse backgrounds who through their common interest in gardening, develop relationships, experience personal growth and build a sense of community in their urban neighbourhood in Cleveland, Ohio. This novel provides opportunities to see parallels to and connections with gospel values and Biblical stories.

- Teachers may choose an alternative novel that meets all of the selection criteria as outlined in Activity 2. Some suggested titles are: Kowaga, J. Obasan; Yee, P. Tales from Gold Mountain.

- A collection of authentic tools such as gardening objects should be set up in the classroom on a display table (e.g. soil, seeds, gardening tools, brochures from local nurseries and Agri-Food Canada, reference books on gardening) as well as pictures of gardens (floral, vegetable) (private, communal).

- Teachers should consult their school librarian and the library in the community for assistance in collecting resources.

- For schools with greenhouses, a visit should be arranged through the science department.

- Depending on student interest, the class may consider growing some seeds or caring for some plants for the duration of this unit/course.

- Wall maps of the world, the state of Ohio and the city of Cleveland will be required to locate the setting of the novel and the characters' countries of origin.

- All students should have a copy of Seedfolks and the key visual "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (Appendix A).

- Students may consult the Cultural Profiles to learn more about the cultural background of the Seedfolks characters.

Prior Knowledge Required

- Some previous experience in working in groups
- Some basic map reading skills

Teaching/Learning Strategies

Before Reading

1. Teachers will prepare the students for this novel study by determining their understanding of and experiences with gardening. Using the gardening objects as props (and where possible, a visit to a greenhouse, nursery, gardening centre or botanical garden), teachers will engage the class in a discussion of gardening. Some questions may include: "What attracts people to gardening?" "How popular is this hobby in your country? in Canada?" "What kinds of vegetables, fruits and flowers are grown in your home countries? in Canada? Why?"

2. As a whole class, students will make predictions about what the novel may be about, based on the title, cover illustrations (visuals, colours used), thumbnail sketches throughout the text, as well as the format (e.g. number and organization of chapters). Students will brainstorm possible meanings for the title "Seedfolks" while the teacher records the information on the board, chart or overhead transparency. They will examine the organization of the novel and discuss its format (each chapter is titled by a character's name, and includes a thumbnail sketch and symbol as illustrated on the book cover; the size and the shape of the book give the appearance of a diary, a collection of vignettes, etc.)

3. Students will be invited to hypothesize about why the author made these choices.

4. Teachers will provide background information about the writer.

During Reading

5. Students will follow along in their novels while the teacher reads aloud "Kim", the first chapter of Seedfolks and models pronunciation, phrasing, intonation and volume. Teachers will draw attention to the portrait of Kim and pose focus questions: " Who is Kim?" " What kind of a person is she?" " What is she trying to do?" "Where is Kim?"

After Reading

6. Teachers will elicit responses to the focus questions from the whole class.

7. As a whole class, students will discuss the geographic setting (Cleveland, Ohio) and use a wall map to locate the state, city and Gibb Street and determine their location in relation to where the students live.

8. As a whole class, students will discuss Kim, the first character introduced in the novel. Using a graphic organizer (Character Web - see Appendix G), students will describe Kim in terms of: age, gender, language, country of origin, values, beliefs, characteristics and interests while the teacher

records the information on the board. Students will record this information on their copies of this graphic organizer.

9. Through character analysis, teachers will draw students' attention to related vocabulary, language structures and elements of the novel.

10. Teachers will repeat steps 5 to 9 for the next three chapters ("Ana", "Wendell", "Gonzalo") until they are sure that students have sufficient understanding of the text.

11. Teachers will use a variety of strategies to support the students as they read the remainder of the novel and become independent readers of this level of the text: teacher read-aloud, shared reading, choral reading, paired reading, reciprocal reading, chunking, jigsaw and silent reading.

12. Teachers will conduct continuous comprehension checks (e.g. relating, retelling, reflecting, questions and cloze) to determine or assess the students' understanding of the text.

Assessment/Evaluation

1. Formative assessment - anecdotal comments on individual students' participation in group work
2. Summative assessment - completion of "Character Web" (see Appendix G)
3. Formative assessment - completion of vocabulary graphic organizer (see Appendix C)

Accommodations

1. Any students who have no or very limited experience working in groups will need teacher guidance to facilitate their participation (e.g. strategies, gambits, social skills). Teachers should consult Conversation Gambits or Kagan's Cooperative Learning for ideas to support students in these areas.

Resources

Teacher Resources

Fleischman, P. Seedfolks. New York: Joanna Cotler Books, 1997.
Kagan, S. Cooperative Learning. San Clements, CA: Kagan Cooperative Learning, 1994.
Keller, E. and Warner, S. Conversation Gambits. London: Language Teaching Publications, 1988.

Student Resources

- pamphlets and brochures from Ontario Agri-Food Education, the Ministry of Agriculture, University of Guelph, Communities in Bloom Millenium Project, and agricultural districts of Ontario

Human Resources

- speaker from the Communities in Bloom Millenium Project or a horticultural society
- speaker from Ontario Agri-Food Education Inc., P.O. Box 460, 144 Town Line Road, Milton, ON (905) 878-1510

Appendices

- Vocabulary graphic organizer
- Character web graphic organizer
- "What are the Gospel Values - Guiding Principles of a Christian Way of Life"

Activity # 4 Novel Study - Seedfolks: Portraying Characters through Reader's Theatre

Time: 150 minutes (2 X 75)

Description

Through participation in "Reader's Theatre", students will deepen their understanding of characterization and develop skill in using voice to communicate. Students will further develop their oral fluency and become more confident readers and speakers by participation in this activity. Through collaborative planning, rehearsing and dramatization, students will develop an awareness of the function of punctuation, tone, stress, intonation, emphasis, volume and word usage, in developing strategies to convey each Seedfolks character's unique voice.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE 4a, 5a
Strand(s): Oral and Visual, Reading, Social and Cultural Competence
Overall Expectations: CORV.01, 02, CREV.03, CSCV.01, 02
Specific Expectations: COR1.02, 05, 2.01, 3.01, CRE1.02, 03, CRE2.02, CSC1.03

Planning Notes

- Teachers should view the video "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers: Key Features of Reader's Theatre (Grades 9-12)" and read the corresponding teacher's notes in preparing to introduce the students to this teaching/learning strategy.

- If the video is unavailable, teachers should consult with members of the school drama department and community resources (e.g. local theatre company) to arrange for a live performance. Teachers may wish to invite drama students to coach ESL students during the "Reader's Theatre" activity.

- Teachers will need to build a supportive environment in which students will be willing to take risks.

Prior Knowledge Required

- some fluency in oral reading
- some awareness of punctuation signals
- some awareness of an audience's expectation of a reader's theatre performance
- comprehension of the reading material

Teaching/Learning Strategies

1. Teachers will read aloud a character script such as "Ana" (female) or Gonzalo (male), modelling the use of volume, phrasing, pausing, emphasis, intonation, expression and projection.

2. Teachers will reread the text as a shared reading activity to increase the students' confidence.

3. Teachers will introduce the concept of "Reader's Theatre" by showing the video or arranging a performance by a guest speaker from the school or community.

4. After viewing the video/performance, the teacher or guest performer will name and model each of the elements of oral delivery: volume, phrasing, pausing, emphasis, intonation, expression

and projection. Teachers will brainstorm with the students a variety of ways to enhance a "Reader's Theatre" performance (e.g. sound effects, minimal props).

5. Depending on the class size, students will work in small groups or pairs to prepare or rehearse the script of either Ana or Gonzalo.

6. Each group/pair performs the reading as rehearsed and elicits feedback from the class.

7. Teachers can extend this activity to include other dramatic performances of other characters in the novel.

8. Students will complete a learning log.

Assessment/Evaluation

1. Formative assessment - anecdotal comments on individual students' participation during the preparation for the dramatic reading

2. Summative assessment - learning log (see Appendix H)

Accommodations

1. Teachers may need to make allowances for students who are unable to participate fully in this activity due to a lack of confidence in their ability to present in front of a group. Some possible accommodations include: helping someone else prepare his/her presentation in lieu of performing, additional coaching from the teacher and drama students, rehearsal, practice and tape presentation.

Resources

Student Resource
Fleischman, P. Seedfolks. New York: Joanna Cotler Books, 1997.

Teacher Resource
Davies, A., Cameron, C. and Gregory K. Reader's Theatre. Winnipeg: Peguis Publishers, 1994.

Videotape
"Building Literacy in the Classroom: Literacy Strategies for Teachers by Teachers: Key Features of Reader's Theatre (Grades 9-12)". The Metropolitan Toronto School Board, 1997.

Appendices
- Vocabulary graphic organizer
- Learning log

Activity # 5 Novel Study: Seedfolks - The Gibb Street Garden: A Microcosm of the Neighbourhood

"Blessed are you who are poor for yours is the kingdom of God." (Luke 6:20)

Time: 375 minutes (5 x 75)

Description

Through an analysis of "Sam", the sixth chapter in Paul Fleischman's novel Seedfolks, the students will demonstrate their rich understanding of a single writer's work by interacting with the text. As they examine Sam's description of the garden, they will discover important aspects of his personality. Sam is clearly disturbed by what he sees happening in the Gibb Street communal garden. The description of the garden reveals information not only about the physical setting, but also about the themes of the novel. In this activity, students will explore the meaning of metaphor and theme as they annotate the text to deepen their understanding of its meaning. The language structures addressed in this activity are conversation gambits for problem solving.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE 7f, i, j
Strand(s): Oral and Visual, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.02, 03, CWRV.03, CSCV.02
Specific Expectations: COR1.02, 04, 2.01, 3.01, CRE1.02, 03, 04, 2.02, 3.01, 02, 03, CWR3.02, 07, CSC1.03

Planning Notes

- Prepare an overhead transparency containing Sam's observation about the Gibb Street communal garden:
  "One Saturday, when the garden was fullest, I stood up a minute to straighten my back. And what did I see? With a few exceptions, the blacks on one side, the whites on another, the Central Americans and Asians toward the back. The garden was a copy of the neighbourhood. I guess I shouldn't have been surprised. A duck gives birth to a duckling, not a moose. Each group kept to itself, spoke its own language, and grew its own special crops. One man even put up a pole and flew the Philippine flag above his plot." (Fleischman, Seedfolks, p.26)

- Prepare a handout of this passage and distribute it to the students so that they can annotate the text during the lesson.

- Provide dictionaries and thesauri so that students can consult these reference materials to locate the meaning of new vocabulary.

- Supply paper and markers for the map exercise.

- Teacher should photocopy the Seedfolks faces (see Appendix I) and Seedfolks symbols (see Appendix J) for each student to be used in role-playing.

Prior Knowledge Required

- Students will need to recall descriptive details about the garden provided by all the characters in the novel.
- Dialogue skills acquired in ESLBO

Teaching/Learning Strategies

Before Reading

1. Teachers will prepare the students for this activity by activating their prior knowledge of the Gibb Street communal garden. Through questioning, teachers will lead the discussion to assess and evaluate students' understanding of ideas, concepts and characters introduced in the first five chapters.

2. Teachers will set a focus question before Sam's words are read: "Why was Sam not surprised by what he saw in the Gibb Street garden?"

3. Silently, students will read the quotation printed on the overhead or the handout as the teacher reads Sam's words aloud modelling the use of inflection, intonation, phrasing and attention to punctuation marks. The teacher needs to stress that the quotation marks around the passage denote that the words are taken directly from the text and are referred to as a "quotation". Teachers may also encourage some students to read aloud.

During Reading

4. Students use the focus question to guide their reading and make mental pictures while reading.

After Reading

The follow-up activities will focus on: the visual representation of the garden, the concept of metaphor and role- play.

Visual Representation of the Garden

5. Individually, students will create a map of the garden using Sam's words to help them visualize it.

6. Upon completion of the task, students will turn to a partner in the class and share their creations noting similarities and differences in their maps. In pairs, students will add symbols to represent Sam's feelings about the garden.

7. As a pre-writing activity, students will re-read Sam's words and annotate their texts, highlighting key words, phrases or descriptive details to clarify understanding and ascertain the accuracy of their maps. Teachers model with the passage on chart paper.

8. Teachers will instruct the students to highlight one sentence in the passage that contains Sam's discovery about the garden.

9. Through questioning, teachers will elicit from the students the sentence: "The garden is a copy of the neighbourhood". " What does this sentence mean?" " Why was Sam not surprised by what he saw in the garden?"

The Concept of Metaphor

10. Teachers will introduce the term metaphor by using concrete examples and realia (e.g. "Her hair is silk."). Teachers will draw students' attention to the two things being compared. Using contrastive analysis, teachers will elicit from the students the difference between a simile and a metaphor by examining sample sentences in juxtaposition (e.g. "Her hair is silk." "Her hair is

like silk."). These examples will be written on chart paper. Teachers will model these language structure patterns (e.g. _____ is _____; _____is like _____). Teachers will discuss the literal meaning of the garden and then ask students to hypothesize about alternative meanings. Teachers will need to remind students that a metaphor is a comparison of two unlike things. "To what is Sam comparing the garden?" "What other gardens are mentioned in this chapter?" "What is the significance of the reference to the Garden of Eden?"

11. Using an overhead transparency of the mind map graphic organizer, teachers will brainstorm with the students the theme of community in the novel and record their responses. "How does the garden unite these diverse people?" "How are they transformed by the act of communal gardening?" "Which characters undergo the greatest transformation? Why?"

12. Teachers will draw students' attention to the Biblical parallels found in Genesis 2:1-25 (The Garden of Eden). "What is the significance of this allusion?"

Role-Play

13. In preparation for this cooperative learning activity, teachers will number off the students in the class #1 through #4 to ensure a heterogeneous group composition. Students numbered #1 will be assigned the role of Sam. All other students will select one of the Seedfolks face cards and assume the role of the character drawn.

14. In groups of four, the students will reread the quotation and participate in an interactive problem-solving activity. Teachers will direct students to problem solve solutions to Sam's observations about the garden by posing a focus question. "How can the Seedfolks characters help to break down the walls and begin working together to build a sense of community?" (handout)

15. Using the roundtable strategy, each group member offers a solution to the problem while the others listen. Then teachers initiate a group sharing of the solutions. (whole class)

16. Teachers ask for a student volunteer to participate in a model role-play activity to be performed in front of the class. The volunteer assumes the role of the Seedfolks face card selected at the beginning of this activity. Teachers lead the role-play activity by assuming the role of Sam and engage the student volunteer in a dialogue to generate some possible solutions to the situation.

17. After the modelling of the role-play activity, teachers will highlight some useful conversation gambits for problem-solving (e.g. "In a case like this...", "In a situation like this...", "In this sort of situation...", "How about ...", and "Why not ...").

18. Teachers will instruct students to work in pairs and role-play a conversation between Sam and one other character. Some students may require further clarification of the gambits before they begin to role-play. Students rehearse their role-play in groups, eliciting feedback from their peers.

19. Teachers ask for volunteers to share their performance with the class.

Assessment/Evaluation

1. Summative assessment - garden maps.
2. Summative assessment - anecdotal comments about students' participation in group work

Accommodations

1. Senior ESL students who have been exposed to the concept of metaphor in their first language should be able to apply this knowledge to English. However, younger ESL students will require more support in order to grasp the concept of figurative language. Use of first language and dictionaries and thesauri will facilitate their understanding.

Resources

Student Resources
Fleischman, P. Seedfolks. New York: Joanna Cotler, 1997.
Wansborough, H. Ed. The New Jerusalem Bible. New York: Doubleday, 1990.
dictionaries and thesauri

Teacher Resources
Brown, R. The New Jerome Bible Handbook. Collegeville: Liturgical Press, 1992.
Lane, B. Reviser's Toolbox. Shoreham, VT: Discover Writing Press, 1999.

Activity # 6 Novel Study: Seedfolks - Making Connections to our Faith and Lives

Time: 150 minutes (2 X 75)

Description

In this culminating activity, students will make connections with and draw parallels to Biblical allusions in the novel and explore the relevance of the themes of Seedfolks to their own lives. Through discussion and reflection, students will gain an understanding of the values embedded in literature and develop critical thinking skills.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations: CGE 7 f, i
Strand(s): Oral and Visual, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.01, 02, 03, CWRV.01, 03, CSCV.01
Specific Expectations: COR1.03, 05, CRE1.01, 02, 04, CRE2.02, 3.01, 05, 4.02, CWR1.01, CSC1.04, 2.06

Planning Notes

- Provide students with a Bible for this activity.
- Ensure that all students have a copy of the key visual "What are the Gospel Values - Guiding Principles of a Christian Way of Life"

Prior Knowledge Required

- Students should have some familiarity with the "What are the Gospel Values - Guiding Principles of a Christian Way of Life"
- Students should have some familiarity with the structure of the Bible to facilitate the exercise of locating Luke 8:4-15 and some understanding of the concept of parables.

Teaching/Learning Strategies

1. Teachers will prepare the students for this activity by setting a focus question prior to showing a part of "The First Seeding"- the thirteenth video in a series entitled, "A Scattering of Seeds: The Creation of Canada". In this film, the life of Louis Hebert - the first farmer to sow wheat and vegetables in Quebec - is depicted. The focus question is: "What was Louis Hebert's legacy to Canada?"

2. Following the film, teachers will lead a discussion about the role of a sower. As students brainstorm ideas, teachers will record them on the blackboard. Teachers will elicit from students the reason why agriculture is important in any country.

3. Teachers will read aloud Luke 8:4-15, "The Parable of the Sower and the Seeds" and determine how familiar they are with this parable and review it if necessary.

4. Students will reread Chapter Thirteen, entitled "Florence", using focus questions to guide their reading. "What is the significance of the word "seedfolks"? and "How is the parable similar to the theme of the novel Seedfolks?"

5. Teachers will lead a discussion with the whole class addressing these questions and record their responses.

6. Teachers will chart students' input regarding the similarities and differences between the parable and the novel using a Venn diagram.

7. Teachers can extend this activity by drawing parallels between Seedfolks and the Beatitudes.

8. Students will confirm their predictions about the significance of the title of the novel.

9. Using the learning log graphic organizer, students will record their reflections about what they have learned and how they have grown.

Assessment/Evaluation

1. Summative assessment - learning log (see Appendix H)

Accommodations

1. Senior ESL students who have been exposed to the concept of parable in their first language should be able to apply this knowledge to English. However, younger ESL students will require more support in order to grasp the concept of parable. Use of first language and dictionaries and thesauri will facilitate their understanding.

Resources

Fleischman, P. Seedfolks. New York: Joanna Cotler, 1997.
Wansborough, H. Ed. The New Jerusalem Bible. New York: Doubleday, 1990.
dictionaries and thesauri

Unit # 2 Career Exploration – *"Destiny is Not a Matter of Chance; It is a Matter of Choice"* (William Brian Jenning)

Time: 25 Hours

Unit Developer(s)

Michelle Asselstine, Toronto Catholic District School Board
Lucy Bacchet, York Catholic District School Board
Maureen Bachetti, York Catholic District School Board
Maureen Cassidy, Toronto Catholic District School Board
Development Date: April 1999

Description

In this unit, students will participate in a variety of activities designed to help them develop greater self- awareness and to help them explore possible career paths. Through the use of reflective tools, students will develop a greater awareness of their values, abilities and career aspirations. Students will broaden their knowledge about career paths through experiential learning opportunities and research activities. Participation in the unit activities will help students to develop a religious understanding of work. Graphic organizers and visual tools will be used to facilitate students' acquisition of new information. The language focus addressed in this unit is: interrogative constructions; interview and problem-solving gambits; and subject-specific terms.

Ontario Catholic School Graduate Expectations: CGE 1d, g, 2a, 4a, g, 5b

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, 02, 03, CREV.01, 02, 03, 04, CWRV.01, 02, 03, 04, CSCV.02

Specific Expectations: COR1.01, 02, 03, 04, 05, 06, 07, 2.01, 02, 3.01, 02, 4.01, 04, CRE1.01, 04, 2.01, 02, 3.01, 02, 03, 4.01, 02, 03, CWR1.01, 03, 04, 2.01, 02, 03, 04, 05, 3.01, 02, 03, 04, 05, 06, 07, 08, CSC1.04, 2.01, 02, 03, 04, 06

Activity Titles (Time + Sequence)

Activity 1	Discovering Your Interests, Aptitudes, Values, Skills and Attitudes: Connecting These to Career Paths	300 minutes
Activity 2	Presentations from Guest Speakers in the Community	300 minutes
Activity 3	Connecting in Your Community: Interviewing a Member of the Community or Job Shadowing	225 minutes
Activity 4	Dream Path	375 minutes

Planning Notes

1. Teachers should prepare for this unit by:
   - obtaining a copy of More Than Work available from the Toronto Catholic District School Board. This resource provides a religious understanding of work.
   - contacting the vocations office, a religious community, the archdiocese or the local parish to obtain seminary and vocation literature.
   - contacting the guidance department to obtain career information materials (e.g. CD-ROM "Career Cruising" or the address of the web site "Mazemaster").
   - identifying possible community contacts who would be willing to make presentations to the class (e.g. lay and religious)

2. Teachers should select supplementary activities from an ESL series in order to reinforce/consolidate specific language structures introduced in the unit activities. Some sample series are: Canadian Concepts and Grammar Connections.

Prior Knowledge Required

- some familiarity with the use of graphic organizers
- some familiarity with figurative language
- some familiarity with the concept of work

Teaching/Learning Strategies

The following teaching/learning strategies will be utilized throughout the unit:

- brainstorming
- interviews
- presenting
- cooperative learning
- reporting
- graphic organizers

Assessment/Evaluation

- self-assessment/peer assessment
- teacher observations
- anecdotal comments
- interviews
- oral presentations
- collage
- checklists
- portfolios
- rubrics

Resources

Print

Student Resources

Czerneda, Julie E., and Baker-Proud, Susan. Career Connections Series III. Toronto: Trifolium Books Inc., 1996.
Misener, Judi, and Butler, Susan. Exploring Your Horizons. Toronto: McGraw Hill Ryerson Limited, 1998.
Rawlins, L., Singh, I. and Walton, K. A New Leaf: Career Planning for the '90's. Rev. ed. University of Toronto: Guidance Centre, 1997.
Thacker, P. Values. (The Issues Collection). Whitby, ON: McGraw-Hill Ryerson, Ltd., 1993.

Teacher Resources

Called By Name. Vocations Office: Serra House. Archdiocese of Toronto. 1999.

Czerneda, Julie E., and Baker-Proud, Susan. Career Connections Series III. Teacher Resource Book. Toronto: Trifolium Books Inc., 1996.
Lavin, M. More Than Work. Toronto Catholic District School Board.
Misener, Judi, and Butler, Susan. Exploring Your Horizons Teacher's Resource. Toronto: McGraw Hill Ryerson Limited, 1998.
Target Your Future: Grade 9 Career Planning Unit. Durham Catholic District School Board, 1996.

Videotapes

ASCD: Redesigning Assessment. (Portfolios). Alexandria, VA: ASCD, 1997.
Career Exploration. Using the Internet. Fort Erie, ON: The School Company.
Career Exploration for the '90's. Victoria: BC Learning Company Inc., 1991.
Change: Coping With Your Changing World. Victoria: BC Learning Company Inc., 1995.
How To Choose a Career. Victoria: BC Learning Company Inc., 1995.
Personal Finance Portfolio. Toronto: Canadian Banking Association, 1995.
Self-Awareness and Your Career Options. Fort Erie, On: The School Company.
Volunteers and People Like You. Volunteers Vancouver: Force Four Productions, 1994.

Computer

Career Cruising. Toronto: Anaca Technologies.
Jobs For Me. Victoria: Careerware, 1992.
The Inside Story on Career Choices. Toronto: Anaca Technologies.

Web Sites

Career Explorer: http://www.careerexplorer.com
Career Path:http://www.careers.ocas.on.ca
Job Futures: http://www.hrdc-drhc.ga.ca
Mazemaster: http://www.mazemaster.com
School Net Guidance Office: http://www.schoolnet/adm/guidance
Take Your Kid To Work: http://www.tlp.on.ca

Games

Decision Deck. Edmonton: Alberta Advanced Education and Career Development, 1995.
The Real Game. University of Toronto. Guidance Centre, The Ontario Institute For Studies in Education.

Activity #1 Discovering Your Interests, Aptitudes, Values, Skills and Attitudes: Connecting These to Career Paths - *We are God's Work of Art*

Time: 300 minutes (4x75)

Description

Through the use of literature and self-awareness inventories, students will gain an understanding of their particular interests, aptitudes, values, beliefs, skills and attitudes. Students will use this information to plan their personal path toward career choices and alternatives. The language focus for this activity will
be subject-specific vocabulary and adjectives. In addition, language structures used for expressing an opinion, giving examples and problem-solving are addressed in this activity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 4a, g
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.01, CWRV.02, 03, 04, CSCV.01, 02
Specific Expectations: COR1.01, 02, 04, 05, 2.01, 02, 3.02, CRE4.01, 02, 03, CWR1.03, 2.01, 02, 03, 04, 3.01, 02, 03, 07, CSC2.02, 03, 05, 06.

Planning Notes

- Teachers will need to locate a copy of the poem "Warren Pryor" by Canadian poet Alden Nowlan which can be found in almost any Canadian poetry anthology, such as Departures.
- All students should have a copy of the poem for this activity as well as the key visual "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A).
- All students should have copies of the key visual "Career Clusters" (see Appendix K) as well as the graphic organizers "Self-Awareness Inventory" (see Appendix L) and "A Comparison of Interests, Values and Aptitudes" (see Appendix M).
- Teachers are strongly encouraged to use the web site "Mazemaster", a unique career and job exploration tool to extend the self-assessment component of this activity.
- A New Leaf: Career Planning for the 90's which is linguistically accessible for ESLCO students, is available through the Guidance Centre and provides a wealth of ideas for student activities.
- A core text for this unit is Exploring Your Horizons. The activities outlined in Chapter 1 provide many opportunities to extend the concepts introduced.

Prior Knowledge

- some familiarity with the Ontario education system
- some familiarity with the writing process

Teaching/Learning Strategies

1. Teachers will read aloud the poem "Warren Pryor" and ask students to visualize this young man.

2. Teachers will reread the poem as a shared reading and direct students to think about how Warren is feeling and pose this question: "What is Warren's internal conflict?"

3. Through discussion, teachers will elicit responses to the focus question and identify the dominant themes: expectations, sacrifice, relationships, choice and parent/child conflict.

4. Teachers will review the concepts of simile and metaphor introduced in Unit #1, Activity 5. Teachers will direct students to identify the controlling simile in the poem (e.g. "like a young bear in a cage") and ask students to assess the appropriateness of this comparison.

5. Teachers will divide the class into small groups and pose this focus question: "If you were Warren, what would you do?"

6. Teachers will introduce the problem solving gambits and model their appropriate use in a role play situation.

Problem-Solving Gambits

Perhaps he could....	**Has he thought about.....**
Why doesn't he.....	**I have an idea.....**
If I were him.....	**He could always.....**

7. Teachers will distribute copies of the problem solving gambits to all students.

8. In small groups, students will discuss Warren's dilemma and generate a list of possible solutions which they will record on chart paper.

9. Students will post their charts. Teachers will instruct students to do a "Gallery Walk" to see the solutions created by their peers.

10. Teachers will brainstorm with students and generate a list of situations where conflict may arise because of differences in values or beliefs (e.g. dating, clothing, friends, part-time employment, home responsibilities). Teachers will instruct students to write a reflective piece on this theme.

Prior Knowledge Required

- some familiarity with the concept of similies and metaphors (see Unit 1)
- some familiarity with the writing process
- some familiarity with gospel values

Self-Awareness Inventories

11. Teachers will direct students to complete the graphic organizer "Comparison of Interest, Attitudes and Skills" (see Appendix L) by reflecting on their previous and current school experiences. In pairs, students will share their responses.

12. Teachers will direct students to complete the graphic organizer "Self-Awareness Inventory" (see Appendix M). In pairs, students will share their responses.

13. Teachers will brainstorm with students a list of words that describe personality traits (e.g. honest, responsible, considerate) and record the information on the chalk board or chart.

14. Using a T-chart, teachers will instruct students to record adjectives that describe them using the categories "Most Like Me" and "Least Like Me"

T-Chart

Most Like Me	Least Like Me

Students will compare their T-charts.

15. Teachers will instruct students to respond in writing to this question: "What have you learned about yourself through these self-awareness activities?"

Career Clusters

16. Teachers will introduce subject-specific terms by using the icons in the key visual "Career Clusters" (see Appendix K).

17. Teachers will brainstorm with students a list of careers and direct them to identify the category to which they belong.

18. Teachers and students will collaboratively build a "Career Word Wall" which will be exhibited throughout this course. This visual display will be used to extend vocabulary, featuring word families (e.g. optics, optometry) and cognates.

19. Teachers will instruct students to complete a learning log.

Resources

Barry, J. Departures. Toronto: Nelson Canada, 1994.
Misener, Judi, and Butler, Susan. Exploring Your Horizons. Toronto: McGraw Hill Ryerson Limited, 1998.
Rawlins, L., Singh, I. and Walton, K. A New Leaf: Career Planning for the '90's. Rev. ed. University of Toronto: Guidance Centre, 1997. Rawlins

Accommodations

1. It may be necessary to use the first language to clarify some subject-specific terms and figurative language.

2. Some students may need to consult bilingual dictionaries to generate a list of adjectives to describe personality traits.

Assessment

- Summative assessment- writing sample (see Appendix 1.0 for rubric)
- Summative assessment - anecdotal comments regarding completion of graphic organizers and learning log

Appendices

- Writing rubric
- Learning log
- Self-Awareness Inventory
- A Comparison of Interests, Attitudes and Skills

Activity #2 Presentations from Guest Speakers in the Community: Appreciating the Gifts of Others

Time: 300 minutes (4 x 75)

Description

Through presentations by members of the community, students will gain knowledge about career paths and choices. Students will use their interviewing skills in small group situations to elicit information from guest speakers about career opportunities, educational requirements, job training, aptitudes and the work place environment. Issues of faith in the work place (e.g. environmental decisions, business ethics, etc.) will be addressed as part of the discussions. The language focus of this activity will be: interrogative constructions, interview gambits and the vocabulary related to the topic.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1g, 4g
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.02, CWRV.02, .04, CSCV.02
Specific Expectations: COR1.03, 06, 07, 2.01, CRE2.01, .02, 3.02, CWR1.01, 3.01, CSC1.04, 2.06

Planning Notes

- Teachers will need to invite three or four guest speakers to make a presentation about their careers to the class. Ideally, the list of guest speakers should reflect the interests of the class and include representation from some of the job clusters:

  - agriculture and natural resources
  - science and engineering
  - education and social science
  - arts and communication
  - business and finance
  - consumer service
  - trade and technology
  - medical and health care
  - selfless service to the community

- Teachers should foster religious vocations or other vocations of selfless service to the community. The pamphlet, "Called by Name" available through the school chaplain, local parish or archdiocese, is an excellent resource.

- Teachers should contact the speakers and advise them that in delivering their presentations, they will need to take into consideration the cultural and linguistic backgrounds of the students in ESLCO and their level of English proficiency.

- Teachers should identify for the guest speakers the career topics that could be like addressed in the presentation (e.g. educational requirements, job training).

- Teachers should remind students to record new vocabulary in their graphic organizer (see Appendix C).

Prior Knowledge Required

- some familiarity with the career clusters introduced in Activity 1
- some familiarity with subject-specific terms

Teaching/Learning Strategies

Before the Presentation

1. Teachers will brainstorm with students the kind of information that they are interested in obtaining from the guest speakers. Some career topics that could be explored with the guest speakers are: educational requirements, job training, opportunities, salary, daily activities, job description). Teachers should record these career topics on chart paper.

2. In preparation for the presentations, teachers will assume the role of guest speaker and ask students to pose questions related to the career of teaching. Teachers will instruct students to use the topics in Teaching/Learning Strategy #1 to frame their questions. (whole class)

3. Teachers will record students' questions on the chalkboard and respond to the questions. If the questions contain grammatical errors, teachers will ask the students for their assistance in making revisions.

4. Teachers will instruct students to look for patterns in the questions and cluster them according to a criterion (e.g. "wh" questions).

5. Teachers will ask students to identify the type of response elicited by different types of questions (e.g. "yes- no" versus "open-ended").

6. Using an overhead transparency of the "Interview Gambits" graphic organizer (Appendix N), teachers will introduce and model the four categories of interview gambits to the class: yes/no questions, fact-finding, open-ended questions and follow-up questions.

7. Teachers will ask students to categorize their questions from Teaching/Learning Strategy #4 using the categories outlined on the graphic organizer. Teachers will record responses on the overhead transparency and draw students' attention to the type of response elicited by each kind of question.

8. Teachers should identify the names and occupations of the guest speakers. In preparation for their presentations, students will work in pairs to formulate appropriate questions using the interview gambits and the career topics as a model.

9. Students will record their questions in the appropriate column on the research graphic organizer.

10. Teachers will encourage students to share their questions with the class.

11. In pairs, students will practise their questions.

12. Teachers will show the video "Building Literacy in the Classroom" - Literacy Strategies for Teachers by Teachers: Teaching Research Skills (Grades 9-12) to introduce the concept of jot notes.

13. Teachers will model the use of jot notes using the research graphic organizer (see Appendix O).

During the Presentation

14. Teachers will invite three or four guest speakers to address the class. Depending on the size and composition of the ESL class, teachers will divide the students into three or four groups. Each speaker will address each group using a carousel strategy.

15. Students will pose their prepared questions and record jot notes using the research graphic organizer.

After the Presentation

16. Teachers will debrief with the class, eliciting their impressions about this information gathering activity.

17. Teachers should reflect on this feedback and take it into consideration in planning future activities.

18. Using the writing process introduced in Unit 1, Activity 4, teachers will model how to transform jot notes into expository paragraphs. This modelling will include the use of the think-aloud strategy.

19. Teachers will instruct the students to write the expository paragraphs.

Assessment/Evaluation

1. Summative assessment - interview gambits graphic organizer (see Appendix N)
2. Diagnostic assessment - expository writing sample: anecdotal comments with suggestions for improvement

Accommodations

1. Teachers may need to establish peer mentorship to support some students who require more time and practice to prepare for the presentation.
2. Some students may require additional conferencing time with the teacher as this may be their first experience writing in the expository mode.

Resources

Student
Misener, Judi, and Butler, Susan. Exploring Your Horizons. Toronto: McGraw Hill Ryerson Limited, 1998. (Chapter 11, p. 142).

Teacher
Misener, Judi, and Butler, Susan. Exploring Your Horizons Teacher's Resource. Toronto: McGraw Hill Ryerson Limited, 1998. (Chapter 11, pp. 83-84).

Appendices
• Interview gambits graphic organizer

Activity #3 Connecting In Your Community: Interviewing a Member of the Community or Job Shadowing - Take Our Kids to Work™

Time: 225 minutes (3 x 75)

Teachers should select either A or B of Activity 3.

A) Interviewing a Member of the Community

Description

By interviewing a member of the community, students will gain further knowledge about a specific career. Students will use their interviewing skills to obtain information pertaining to a career profile: educational background/requirements, job training, typical daily activities, career opportunities, etc. As well, students will further reinforce and refine their interviewing skills focusing on question formation and rephrasing.

Strand(s) and Expectations:

Ontario Catholic School Graduate Expectations: CGE 2a, 4g, 5b
Strand(s): Oral and Visual Communication, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.02, CWRV.03, 04, CSCV.02
Specific Expectations: COR1.02, 03, 05, 2.01, 3.01, CRE2.01, 02, CWR1.01, 03, 04, 2.01, 02, 03, 04, 3.01, 02, 06, 07, CSC2.01, 06

Planning Notes

- Teachers will need to review effective questioning techniques (see Activity #2).
- Teachers should encourage students to arrange an interview with someone in a career of interest to them.
- Teachers should take into account safety issues and school and Board guidelines concerning off-site activities.

Prior Knowledge Required

- some familiarity with interview gambits, interrogative constructions and subject-specific terms

Teaching/Learning Strategies

1. Teachers will brainstorm with students and identify potential English-speaking interviewees (e.g. community members, former school graduates, school staff, parents, parishioners, members of religious communities, relatives, etc.) and determine how to contact them, and arrange for the interview.
2. Teachers will review the criteria for effective questions and sensitize students to the importance of posing appropriate questions (pragmatics).
3. Teachers will model for students rephrasing techniques to assist them in clarifying and retaining interview information.
4. Students will formulate appropriate questions using the interview gambits as a model.

5. In small groups, students will share ideas about effective ways to conduct the interview and then rehearse their questions with each other.

6. Students will conduct the interview choosing one of the following forms to record it: audiotape, videotape, transcript, or written notes (questions/responses).

7. In small groups, students will share their experiences and findings with their peers through a co-operative learning structure (e.g. roundtable), whereby each student will take a turn sharing. After students make a contribution to the roundtable, they will conference with the teacher individually.
8. Some students may elect to share their audiotapes or videotapes with the class.

Assessment/Evaluation

1. Summative assessment - anecdotal comments of student-teacher conference

Accommodations

1. Some students may require the support of a peer mentor to conduct the interview.

Resources

Student
Misener, Judi, and Butler, Susan. Expanding Your Horizons. Toronto: McGraw Hill Ryerson Limited, 1998. (Chapter 7, pp. 90-101)

Teacher
Misener, Judi, and Butler, Susan. Expanding Your Horizons Teacher's Resource. Toronto: McGraw Hill Ryerson Limited, 1998. (Chapter 7, pp. 53-60).

B) Job Shadowing: "Take Our Kids to Work™"

Description

Through participation in a job shadowing experience, such as the provincial program - "Take Our Kids To Work™"- students will gain further knowledge about a specific career. Students will use their interviewing skills to obtain specific information about a career, educational background/requirements, job training, typical daily activities, career opportunities, etc. As well, students will further reinforce and refine their interviewing skills focusing on question formation and rephrasing.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 2a, 4g, 5b
Strand(s): Oral and Visual Communication, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, CREV.02, CWRV.03, 04, CSCV.02
Specific Expectations: COR1.02, 03, 05, 2.01, 3.01, CRE2.01, 02, CWR1.01, 03, 04, 2.01, 02, 03, 04, 3.01, 02, 06, 07, CSC2.01, 06

Planning Notes

- Teachers should consult the "Take Our Kids to Work™" orientation package available through The Learning Partnership.
- Teachers need to prepare a tracking mechanism to account for each student's placement.
- Teachers will need to review effective questioning techniques (see Activity #2).
- Students who are unable to arrange a job shadowing with their parents should complete Activity A

Prior Knowledge Required

- some familiarity with interview gambits, interrogative instructions and subject-specific terms

Teaching/Learning Strategies

Prior to the Job Shadowing

1. Teachers instruct students to interview their parents about the nature of their jobs and their daily activities. Students should clarify their roles in the job shadowing activity.
2. Teachers will review the criteria for effective questions and sensitize students to the importance of posing appropriate questions (pragmatics).
3. Teachers will model for students rephrasing techniques to assist them in clarifying and retaining interview information acquired through the job shadowing experience.

During the Job Shadowing

4. Students will participate in the job shadowing and choose to record the information gathered in any one of the following forms: audiotape, videotape, transcript, written notes (questions/responses), written record of day's activities/observations/input from employees through a day planner.
5. Students should keep a personal list of new vocabulary.

After the Job Shadowing

6. In small groups, students will share their experiences and findings with their peers through a co-operative learning structure (e.g. roundtable), whereby each student will take a turn sharing. After students make a contribution to the roundtable, they conference with the teacher individually.
7. Some students may elect to share their audiotapes or videotapes with the class.
8. Students will complete a learning log.

Assessment/Evaluation

1. Summative assessment - anecdotal comments of student-teacher conference

2. Learning log - (see Appendix H)

Resource

Web Site: Take Our Kids to Work™: http://www.tlp.on.ca

Appendices

- Learning log

Activity #4 Dream Path

Time: 375 minutes (5x75)

Description

In this activity, specific graphic organizers will be introduced to help students record information collected from a variety of sources: print, computer, video and the Internet. Students will participate in a variety of research activities, using vocational reference materials to explore a career of interest to them. Students will present their research findings in the form of a "Dream Path" collage which reflects their interests, values, skills, abilities, the influence of family and mentors and their career aspirations. The language focus addressed in this activity is the language structures used in: making predictions, giving examples and expressing an opinion. The use of the colon will also be introduced as it relates to the research skills developed in this activity.

Ontario Catholic School Graduate Expectations: CGE 1d, g
Strands: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 02, 03, 04, CREV.01, 02, 03, 04, CWRV.01, 04, CSCV.02
Specific Expectations: COR4.01, 04, CRE1.01, 04, 2.01, 02, 3.01, 03, 4.01, 02, 03, CWR1.01, 2.05, 3.02, 04, 05, 06, 07, 08, CSC1.04, 2.02, 03.

Planning Notes

- Teachers should view the videotape, "Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers: Teaching Research Skills (Grades 9 - 12) to prepare for this activity. If the videotape is unavailable, teachers should consult the school librarian and seek assistance in preparing students for this activity.

- Teachers should meet with the school librarian prior to this activity to determine the range of material available and its accessibility for ESLCO students.

- Teachers need to determine whether students have sufficient background knowlege and information processing skills to undertake this activity. It may be necessary to establish peer mentorships to support ESLCO students in this activity.

- Teachers may wish to consult with members of the visual arts department to discuss ideas and resources about collages. Visual Arts staff may be able to provide models of collages.

Prior Knowledge

- requisite skills of ESLBO (library orientation and Internet skills)
- some familiarity with information processing

Teaching/Learning Strategies

Before the Research

1. Prior to the visit to the school library, teachers should gather a collection of rich resources: print, video, computer (CD-ROMS, software titles) and web sites. Ideally, these resources should reflect a wide range of career materials.

2. Teachers should divide the class into small groups, distribute a variety of resources and instruct students to examine the samples and categorize them.

3. Students will discuss the reasons for their categorizations and share this information with the class.

4. Teachers will introduce the four graphic organizers for recording research information collected from a variety of sources: print, computer, video and web sites and draw students' attention to the unique features of each organizer. (see Appendices P, Q, R and S)

5. Using the resource materials on each group's table, teachers will model the use of each organizer. In this modelling, teachers will use the think-aloud strategy and record the information on an overhead transparency version of the graphic organizers.

6. Teachers will distribute copies of the research graphic organizer (see Appendix O) and direct students to make their jot notes on it.

7. Students should be encouraged to keep a record of unfamiliar vocabulary encountered in their research.

8. Teachers should brainstorm with students a list of fact-finding questions they could explore in this research activity on careers. Students will record their questions on an index card or paper.

During the Research

9. The librarian will show students the location of various reference materials in the resource centre and be available to assist students during this activity. Teachers will act as facilitators and guide students in the research process.

After the Research

10. Teachers will inform students that they will present their research findings in the form of a "Dream Path" collage, reflecting their interests, skills, values, abilities, influences of family and peers and their career aspirations.

11. Teachers will distribute copies of the rubric for assessing a collage and review the criteria with the students. Teachers will provide students with models of a Level 1, 2, 3 and 4 collage and elicit from the students the differences between the samples.

12. Students will complete a "Dream Path" collage.

13. The "Dream Path" collages will be displayed in the classroom. Students will view them through a "Gallery Walk".

Resources

- models of "Dream Path" collage

Accommodations

1. Since some students may have limited experience working with reference materials and the computer, teachers should consider arranging for peer mentorships to provide students with more time and support.

2. Students with limited experience in visual arts may require more support to their collage (e.g. elements of design.

Assessment

1. Summative assessment - "Dream Path" collage (see Appendix 1.1 for rubric)

Appendices

- Rubric for assessing a collage
- Graphic organizers for print, computer, video, web sites and research

Unit 3: Building a Sense of Community – Contributions of Immigrants to Canada

Time: 35 hours

Unit Developer(s)

Michelle Asselstine, Toronto Catholic District School Board
Maureen Cassidy, Toronto Catholic District School Board

Development Date: June 1999

Unit Description

Students develop an understanding of the contributions of immigrants to the building of Canada. Through activities using media works and informational, narrative and poetic texts, students explore the legacy of immigrants and make connections to their own roots and Catholic faith traditions. Reflecting upon their personal experiences and those of their families, students recognize their roles and responsibilities in Canada's past, present, and future. Students discover the relationship between some important aspects of history and geography and current Canadian issues and recognize the influence of these subject disciplines on artistic expression, while expanding their repertoire of learning strategies. Making comparisons, expressing opinions, media terminology and the use of the passive voice are the language structures addressed in this unit.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, e, g, h, i, 2a, b, c, e, g, 3b, c, d, e, f, 4b, c, f, g, 5a, b, c, e, g, 6c, e, g, 7e, f, g, h.

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, 02, 03, 04 CREV.01, 02, 03, 04 CWRV.01, 02, 03, 04, CSCV.01, 02.

Specific Expectations: COR1.01, 02, 03, 04, 05, 06, 07, 2.01, 02, 3.01, 02, 4.01, 02, 03, 04, CRE1.01, 04, 2.01, 02, 3.01, 02, 03, 4.01, 02, 03, CWR1.01, 02, 03, 2.01, 02, 03, 04, 05, 3.01, 02, 03, 06, 07, 08, CSC1.01, 02, 03, 04, 2.04, 06.

Activity Titles (Time + Sequence)

Activity 1	A Cultural Mosaic	300 minutes
Activity 2	A Scattering of Seeds	375 minutes
Activity 3	Just A Minute	375 minutes
Activity 4	Listening to the Voices of Others	300 minutes
Activity 5	Beyond 2000	375 minutes
Activity 6	Portraits of Canada	375 minutes

Unit Planning Notes

- Teachers collect many materials prior to the unit: *A Scattering of Seeds: The Creation of Canada* videotape series available from McNabb & Connolly (905) 278-0566, Marsha Boulton's *Just A Minute* series (3 volumes), *Cultural Profiles from The School of Social Work*, University of Toronto, *Coast To Coast: Canadian Stories, Poetry, Non-Fiction & Drama, Images of Canada* kit available from Prentice-Hall Ginn Canada, *Building Literacy in the Classroom* videotape series available from Irwin Publishing and *Conversation Gambits* (LTP).
- Teachers consult any of the following ESL grammar series to supplement the activities in this unit: *Basic English Grammar, Focus on Grammar, Grammar Connections 3* or *English Fast Forward 3*.

- Students record new words on the Vocabulary graphic organizer (see Appendix C) and word derivatives on the Wordsmithing Log (see Appendix V).
- Several key visuals are used throughout the unit: What Are the Gospel Values – Guiding Principles of a Christian Way of Life (see Appendix A), Career Clusters (see Appendix K), The Writing Process (see Appendix E), and Elements of Visual Production and Media Terminology (see Appendix X).
- Teachers should contact their diocesan office to obtain a directory that lists the names and addresses of religious communities in the diocese. Teachers should compile a list of these religious orders to distribute to the students to be used in their preparation of a Heritage Minute on the religious heritage of their school community. Teachers should try to invite a member of a religious community (e.g., the local pastor) to visit the class and make an oral presentation on the history of the church in the community.
- Teachers should investigate the possibility of inviting a guest speaker from a cultural organization to discuss the role and contributions of its members to Canadian society (e.g., Catholic Cross-Cultural Services, Chinese-Canadian Intercultural Association, Canadian Polish Congress, Italian Cultural Institute).
- As a follow-up to the study of the newspaper series *Beyond 2000*, students may wish to conduct their own study surveying both adolescent and adult immigrants and comparing their findings with those published in *The Toronto Star*.
- Teachers remind students to reflect upon the entries selected from this unit for inclusion in the ESLCO course portfolio. Each entry must be accompanied by one of the four samples on the Portfolio Reflection Sheet (see Appendix 1.6).

Prior Knowledge Required

- requisite skills of ESLBO
- some familiarity with graphic organizers
- beginning familiarity with gospel values, the Corporal and Spiritual Works of Mercy, and a beginning vocabulary associated with the Catholic faith
- some familiarity with the format and layout of a newspaper acquired in ESLBO

Teaching/Learning Strategies

- graphic organizers
- conferencing
- co-operative learning
- role-playing
- video clips
- reporting
- formal written assignments
- modelling
- performances

Assessment and Evaluation

- learning logs
- checklists
- rubrics
- graphic organizers
- video presentation
- storyboard

- student-teacher conferences
- portfolio
- self-assessment
- peer-assessment
- role-playing
- anecdotal records

Resources

Print

Barry, J., ed. *Coast To Coast: Canadian Stories, Poetry, Non-Fiction and Drama.* Toronto: ITP Nelson, 1995. ISBN 0-17-604704-2

Barry, J., ed. *Departures.* Toronto: ITP Nelson, 1991. ISBN 0-17-603089-1

Bates, S. *Amazing 2: News, Interviews and Conversations.* Scarborough, ON: Prentice Hall Allyn & Bacon, 1999. ISBN 013-082271

Berish, L., S. Thibodeau, and M. DeRosa Wilson. *Grammar Connections 3.* Scarborough, ON: Prentice Hall Regents Canada, 1996. ISBN 0-13-333304-3

Borovilos, J. *Images: Canada Through Literature.* Scarborough, Ontario: Prentice Hall Canada, 1996. ISBN 0-13255-8521

Boulton, M. *Just A Minute.* Toronto: McArthur & Company, 1999. ISBN 1-55278-024-4

Boulton, M. *Just Another Minute.* Toronto: Little, Brown and Company, 1997. ISBN 1-55278-025-2

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Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers Grades 9-12. The Metropolitan Toronto School Board, 1997. Available from Irwin Publishing (416) 798-0424.

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Tales From Golden Mountain: The Chinese Canadian Experience. Kelowna, B.C.: Filmwest Associates, 1996.

Land of Hope. Volumes I and II. Ottawa, ON: National Film Board of Canada, 1996.

Kits

Canadians in the Global Community: Images of Canada. Toronto: Prentice Hall Ginn Canada, 1997. ISBN 013-1483218

Glavich, Sister Mary Kathleen S.N.D. *Saints Kit*. Chicago: Loyola University Press, 1994. ISBN 0-8294-0800-2

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Computer

Explore Canada. CD-ROM. Canadian Heritage Parks Canada, 25 Eddy Street, Hull, Quebec K1A 0M5. Distributed by NAS Educational Software Inc., 91 Heatherton Way, Thornhill, ON L4J 3E7 (905) 764-8079.

Focus on Grammar. Intermediate/Advanced. CD-ROM White Plains, NY: Addison Wesley Longman, 1998. ISBN 0-201-89881

Azar Interactive: A Multimedia Grammar Experience. CD-ROM Toronto: Prentice Hall Regents Canada, 1998. ISBN 0-13-982703

ELLIS: *English Language Learning and Instruction System*. CD-ROM Canadian Version 2.1. Distributed by NAS Educational Software Inc., 91 Heatherton Way, Thornhill, ON L4J 3E7 (905) 764-8079 or CALI Inc., 1-888-756-1570.

The Rosetta Stone Language Laboratory. CD-ROM. Harrisonburg,VA: Fairfield Language Technologies, 1997. 1-800-788-0822

The Grammar ROM. Toronto: Addison Wesley Longman, 1999. ISBN 0-58-77272

Tensebusters. CD-ROM. Distributed by NAS Educational Software Inc., 91 Heatherton Way, Thornhill, ON L4J 3E7 (905) 764-8079.

Web Sites

CRB Heritage. Project
http://www.heritageproject.ca

White Pine Pictures
http://www.whitepinepictures.com

CALI Inc.
http://www.cali.com

Notebook
http://www.notebook-news.com

Beyond 2000
http://www.thestar.com

Multiculturalism in Canada
http://www.pch.gc.ca3csp-pec/english/about/multi/index.htm

Heritage Canada
http://www.pch.gc.ca

Activity 1: A Cultural Mosaic

Time: 300 minutes

Description

By examining their own ethnocultural backgrounds, students develop an understanding of the contributions of immigrants within their own communities in Canada and recognize the role they themselves play in Canada's present and future. Through the construction of a class community quilt, students visually contribute their histories to the evolving story of Canada and its future. Furthermore, students explore the contributions made by cultural communities within Canada and to Canada as a whole, using their own family experiences as a reflective model. The language focusses for this activity are a contrastive analysis of the past tense versus the future tense, first person narrative voice, and the use of time expression phrases or conditionals, such as: "in the future", "before coming to Canada".

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, g, i, 2c, e, 3c, e, 4g, 5e, 6c.
Strand(s): Oral and Visual Communication, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, 04, CREV.04, CWRV.02, 03, 04, CSCV.01.
Specific Expectations: COR1.01, .02❖, .03, 2.01, 3.01❖, 4.02, CRE2.02, 3.03, 4.02❖, .03, CWR1.03❖, 2.01, .03, .04, .05, 3.01❖, .02❖, .03❖, .07, .08, CSC1.03, 2.06.

Planning Notes

- In preparation for this activity, teachers decide what material to use for the quilt's construction. Either paper or fabric could be used. In choosing a material, teachers should keep in mind that students need to write on and attach pieces of paper and/or fabric to the quilt. It should be large enough to accommodate all students in the class and provide them with the necessary space to attach both their personal reflection and any signs, symbols, and/or pictures related to their contribution.
- Teachers should provide students with the necessary materials for constructing their "patch" for the classroom quilt. Teachers should consult the school art department as well as the school library/resource centre for any materials that could be used.
- Teachers should ensure that all students have access to a camera or arrange for student use of school cameras.
- Teachers should review with students the past tense and introduce the use of the future tense as well as time expression phrases and conditionals.

Prior Knowledge Required

- requisite reading and writing skills acquired in ESLBO
- interview and questioning skills acquired in Unit 2, Career Exploration
- use of a web diagram
- use of English translation dictionaries
- use of the first person narrative

Teaching/Learning Strategies

1. As a prewriting activity, teachers activate students' prior knowledge of contributions made by immigrants to Canadian history and culture by asking probing questions and acting as a scribe to collect the student generated information on a transparency or the chalkboard.
2. Students use a web diagram to record their responses.
3. Students use the information gathered in Unit 2, Activity 1 on graphic organizers, Comparisons of Interests, Attitudes, and Skills (see Appendix L) and Self-Awareness Inventory (see Appendix M) to design a second web diagram reflecting their own contributions to their Canadian communities and to forecast their contributions in the future. Students may also want to refer back to their Dream Path collages constructed in Unit 2.
4. Students use conversation gambits to gather information from human resources in their ethnocultural communities, such as cultural centres, community parishes, and cultural newspapers. Students request information about the contributions made by members of their cultural communities to Canadian society. Some gambits used to request information from someone are: "Could you tell me...", "I'm calling to find out...", "I'd like to talk to someone who...", "Do you know...", "Do you happen to know...".
5. Students gather evidence that demonstrates the contributions of their ethnocultural community to Canadian society. The information collected could be in the form of photographs, samples of handicrafts, fabric and/or trimmings representative of their countries and cultures of origin, informational pamphlets, and advertisements circulated within their communities for use on the class quilt.
6. Teachers review the past tense and introduce the future tense through the use of appropriate communicative activities. *Fun with Grammar* is a teacher's resource book that contains many communicative, interactive, task-based games.
7. Teachers and students collaboratively design a visual tool to record student reflective writing into categories indicating time periods: the past, the present, and the future.
8. Students use the visual tool to organize the information they have collected in their communities.
9. Students use the first person narrative voice to write a reflective piece expressing their knowledge of past and present contributions of their ethnocultural communities to Canadian society and to forecast their future contributions to their own communities and to Canadian society.
10. Teachers give students copies of the key visual The Writing Process (see Appendix E) to keep in their notebooks. Teachers guide the students through all stages of the writing process using this key visual. Teachers model each step by using think alouds.
11. Teachers assign each student a square on the class quilt instructing students to fill the space using their reflective writing and any of the material they collected during their investigation of their ethnocultural communities. Teachers should encourage students to research quilt patterns in their culture and incorporate this knowledge into their designs.
12. Teachers provide students with guidelines and requirements for the completion of their square on the quilt. Students should be instructed to represent the past, the present, and the future of their communities including school, parish, and ethnocultural communities, within Canadian society.
13. Teachers adapt the Rubric for Assessing a Collage (see Appendix 1.1) and use it to evaluate the quilt patch. Teachers distribute the adapted rubric and review the criteria with the students. Teachers can refer students to their Dream Path collages for models of Levels 1, 2, 3, and 4 work.
14. Students complete their squares on the class quilt.
15. Students make an oral presentation about their square on the quilt. Peers and teacher assess the presentation using the Rated Checklist for Assessing an Oral Presentation (see Appendix 1.3) and the adapted version of the "Rubric for Assessing a Collage" (see Appendix 1.1).

Assessment/Evaluation

1. Summative assessment – reflective writing - Rubric for Assessing Creative Writing (Appendix 1.0)
2. Summative assessment – oral presentation - Rated Checklist for Assessing an Oral Presentation (Appendix 1.3)
3. Summative assessment - quilt patch - adapt Rubric for Assessing a Collage (Appendix 1.1)
4. Peer assessment -oral presentation and quilt patch - Rated Checklist for Assessing an Oral Presentation (Appendix 1.3); adapt Rubric for Assessing a Collage (Appendix 1.1).

Accommodations

- Some students require more individual support in order to complete their personal reflections. Teachers address these concerns during the conferencing component of the writing process.
- Some students require teacher direction in locating community-based sources of information. This information should be available through guidance departments as well as community outreach centres and local Catholic agencies.

Resources

Azar, Betty Schrampfer. *Basic English Grammar*. Combined Volume. Second Edition. Chapters 5 and 6. New Jersey: Prentice Hall Inc., 1996. ISBN 013-3683176

Cultural Profiles. The University of Toronto. School of Social Work. AMNI Centre. 1998.

Keller, Eric and Sylvia T. Warner. *Conversation Gambits: Real English Conversation Practices.* London: Language Teaching Publications, 1988. ISBN 0-906717-590

Woodward, S. *Fun with Grammar*. Toronto: Prentice Hall Allyn & Bacon Canada, 1998. ISBN 0-13-567926-5

Web Site

The Canadian Ethnocultural Council.
http://www.web.net/cec

Contacts

Catholic Cross-Cultural Services. Scarborough, ON, M1K 5H4. (416) 757-7010; fax (416) 757-7399.

Appendices

Appendix 1.0 - Rubric for Assessing Creative Writing
Appendix 1.1 - Rubric for Assessing a Collage
Appendix 1.3 - Rated Checklist for Assessing an Oral Presentation

Activity 2: A Scattering of Seeds

Time: 375 minutes

Description

A Scattering of Seeds celebrates Canada's rich cultural and linguistic diversity by portraying the poignant stories of the immigrants who helped to shape our nation. As students explore the story of Father McGauran, an Irish priest who ministered to the sick at Grosse Île, a quarantine station in the St. Lawrence during the 1840s, they understand the plight of this unsung Canadian hero and his legacy. Students discuss issues related to immigration, such as religious discrimination/tolerance, racism and stereotyping. In this activity, students analyse videos depicting a variety of immigrants to identify images, sounds, and camera techniques used by the filmmakers to create each portrait. The language focus addressed in this activity is the use of the passive voice and the vocabulary related to the theme of immigration. Media terminology and the elements of visual production are introduced through the use of a key visual.

Strand(s) and Expectations

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Overall Expectations: CORV.01, 02, 03, 04, CREV.02, 03, CWRV.01, 02, 03, 04, CSCV.01, 02.
Specific Expectations: COR1.03, .04❖, .05❖, .06, .07, 2.01, .02, 4.01❖, .02, .03, .04❖, CRE1.01, .04, 2.01, .02❖, 3.01, .02, .03, 4.02, .03❖, CWR1.01❖, .02❖, .03, 2.01❖, .02, .03, .04, .05, 3.01, .02, .03, .07❖, .08, CSC1.01❖, .02, .03❖, 04❖, 2.06.

Planning Notes

- Prior to the activity, teachers invite students to assemble a collection of mementos representative of their ethnocultural backgrounds and to bring the objects to class for Activity 2. Teachers activate students' prior knowledge about immigration by discussing their experiences. Teachers should give careful consideration to the way in which the students' immigrant/refugee experiences are handled in class discussions and activities. Students should reflect on the cultural mosaic created in Activity 1.
- Teachers should be sensitive to the fact that some students have come to Canada as refugees without bringing mementos. They may wish to share a story or memory.
- The primary resource for this activity is a Canadian videotape series entitled, *A Scattering of Seeds*, which highlights the roles played by immigrants in the creation of Canada. It can be used by the students as a springboard for sharing their own and their family's experience. Each of the twenty-six episodes depicts a different immigrant group. The web site (http://www.whitwpinepictures.com) is a rich source of information about the series.
- Teachers should show several episodes of *A Scattering of Seeds* to broaden students' understanding of the immigrant experience. If possible, teachers should select episodes that reflect both the cultural diversity of their class and gospel values.
- Teachers should consult the Media Department of their board to locate this videotape series and any other videotape on the theme of immigration.
- If *A Scattering of Seeds* is unavailable, teachers could use one or more of the following videotapes to introduce the immigrant experience: *Beyond Golden Mountain: The Chinese Canadian Experience, Land of Hope, Volume I and II* and *Grosse Île: Harbour of Tears.*
- Teachers should collect a variety of advertisements from the past and present, used by the Government of Canada to promote immigration during the last century. The Canadian Heritage web site is one source of information.

- Teachers need to locate a world map and current census data to illustrate the waves of immigration in the last century. Teachers should consult the news browser called *Notebook*, an excellent source for current events material suitable for ESLCO students. This web site is one source of information about the current crisis in Kosovo.
- The *Saints Kit* is an excellent source of research material for the culminating activity.
- All students should have a copy of What Are the Gospel Values - Guiding Principles of a Christian Way of Life (see Appendix A).
- Through modelling, teachers introduce the passive voice explaining that it is more common in writing than in speaking. Teachers should collect examples from the newspaper or subject-specific textbooks to illustrate uses of the passive voice.

Prior Knowledge Required

- some familiarity with the immigration process
- beginning vocabulary related to the Catholic faith
- some familiarity with the use of graphic organizers
- requisite grammar skills of ESLBO

Teaching/Learning Strategies

Before Viewing Videotape 1: Grosse Île - Harbour of Tears

1. In groups, teachers invite students to share their collections of mementos, stories, and/or memories, explaining to their peers why these hold such great sentimental value. Teachers elicit responses from the students and record them on an overhead transparency or the chalkboard. Teachers distribute advertisements used by the Canadian government to attract immigrants to this "Land of Opportunity". Teachers introduce the terms "push" and "pull " factors by having students reflect on their own experience and identify the reasons why immigrating to Canada was appealing to their families and why the idea of leaving their country was so difficult. Record the students' responses on a T-chart labelled "Why Immigrate?" (see Appendix U). Allow time for the students to tell their stories.
2. Teachers introduce the videotape, *Grosse Île: Harbour of Tears* by locating this island in the St. Lawrence on a map of Canada. Teachers introduce the concept of quarantine by discussing the term "communicable disease" and giving an example, which is familiar to the students (e.g., chickenpox). Using a web, teachers record words related to this concept (e.g., germs, bacteria, contagious, infectious). Teachers should take this opportunity to discuss derivatives: contagion (n.), contagious (adj.), infection (n.), infectious (adj.). Students should record this pattern in a log (see Appendix V-Wordsmithing Log).
3. To prepare students for the content that will be presented in the video, teachers discuss the primary mode of Trans-Atlantic transportation of the early immigrants - a sailing vessel which took six weeks to make the crossing. Visuals (e.g., photographs, slides, illustrations) should be used to help the students "picture" the scene. To anticipate what they will see in the video, students share how they came to Canada and the length of time from departure to arrival. Teachers can make reference to the Old Testament writing in the Book of Exodus to show how immigration has been present throughout history and the need for people under such stress to reach out to God for their strength.
4. Teachers brainstorm with the students some of the hardships which the immigrants experienced on such a long sea voyage and record their responses on a chart or chalkboard (crowded, unsanitary conditions on the ships, lack of fresh water and air, lack of nutritious food).
5. Teachers introduce unfamiliar vocabulary: "coffin ships", "fever ships", "timber ships", vessels, cholera, dysentery, typhus, smallpox, famine, orphan, quarantine station, push/pull factors, Celtic, Gaelic, clogging, and legacy.

6. Teachers pose several focus questions: Why is the summer of 1847 referred to as the 'Summer of Sorrow'? What was Canada's attitude toward the early immigrants?
7. Teachers distribute the graphic organizer Video Fast Facts (see Appendix W) prior to the viewing of the video and review its format.
8. Teachers lead a discussion on the components of an effective video: striking images, evocative soundtracks, innovative camera techniques, engaging dialogue, and creative special effects (see key visual Appendix X - Elements of Visual Production and Media Terminology, key visual).
9. Teachers provide models of each of these features of video and engage students in a discussion asking them to make comparisons and weigh the advantages and disadvantages of each element of visual production. A variety of video clips should be used to stimulate a discussion.

During the Viewing

10. Students view the videotape identifying information that will assist them in the completion of their graphic organizers. Teachers encourage students to make predictions and to assess the accuracy of their hypotheses. Teachers could use the pause function to allow students time to take notes.

After the Viewing

11. Working with a partner, students complete the Video Fast Facts graphic organizer.
12. Teachers review the graphic organizer Video Fast Facts, eliciting responses from the students.
13. Teachers divide the class into groups of four. Each member of the group is assigned a specific role: recorder, materials manager, timekeeper, or monitor. Students explore the case histories of various individuals on Grosse Île: a member of a religious community caring for the sick, a member of the medical profession trying to ease the suffering of the immigrants, the ambulance driver Monsieur Masson Dompierre, a person suffering from typhus or cholera and respond to a set of questions. These questions serve as a comprehension check: What was this individual's role at Grosse Île?, What qualities did each individual possess?, What was the person's attitude toward his/her work? How was this person heroic? Remind students to refer back to Appendix A and Appendix K and to consider the concept of selfless service to community.

Before Viewing Videotape 2: The Force of Hope - The Legacy of Father McGauran

14. Teachers set the stage for the viewing of the videotape *The Force of Hope: The Legacy of Father McGauran*, the second episode in the *Scattering of Seeds* series by locating Ireland on a world map. The term "famine" is introduced through a discussion of the failed potato crops of the Irish farmers. Using the "Why Immigrate?" T-chart, teachers brainstorm with the students the reasons for the Irish immigration during the 1840s. (see Appendix U).
15. Teachers present a thumbnail sketch of a young Irish Canadian priest named Father Bernard McGauran who was assigned to Grosse Île immediately following his ordination. Pose a focus question prior to viewing the film: What qualities did Father McGauran possess that made him an ideal candidate for this very challenging ministry?
16. Teachers distribute the graphic organizer Video Fast Facts (see Appendix W).

During the Viewing

17. Students view the film *The Force of Hope* and take notes. Teachers use the pause function to allow students sufficient time to record their information.

After the Viewing

18. Working in pairs, students discuss the focus question and complete their graphic organizers. Students should be encouraged to share their opinions as a class.
19. Using the organizer What Are the Gospel Values - Guiding Principles of a Christian Way of Life (see Appendix A), students discuss how Father McGauran lived his life according to these values.
20. Teachers discuss the Spiritual and Corporal Works of Mercy with the students and relate these acts of kindness to the story of Father McGauran.

21. In the film, one of the elderly residents of St. Brigid's compares the home to the Biblical mustard seed. Students read "The Parable of the Mustard Seed" (Matthew 13:31) and explain the significance of the allusion. Teachers should take this opportunity to draw parallels between "The Parable of the Sower and the Seeds" (Luke 8:11-15) that was referenced in *Seedfolks* (Unit 1, Activity 6) and this videotape, as seed symbolism is embedded in this course profile.
22. As a culminating activity, students research the religious heritage of their school community and prepare an oral presentation showcasing the patron saint/lay figure after whom their school is named. Teachers lead a discussion with the students having them brainstorm the characteristics of an effective presentation. Teachers may wish to show one of the Heritage Minutes, such as "Nellie McClung" to assist the students in planning their presentation.
23. Students can consult the CRB Heritage Project web site for video making tips and view some "Student Created Minutes". If the school is not named after a patron saint or lay figure, the students could research the religious heritage of the local parish.
24. Teachers should remind students that their presentations must address the following reflective sentence stems: "Our founder_____ was an advocate for ...", "Like her/him, we the students of _____ Catholic High School pledge to ...". Students complete the second stem by identifying a project that they will undertake which carries on the work of their founder (e.g., If the founder was an advocate for the poor, the students could volunteer to work at a local food bank or collect non-perishable items and donate them to members of their community who are in need).
25. Using the key visual Learning Strategies (see Appendix T), students complete a learning log (see Appendix H).
26. Teachers assess the oral presentation using the Rated Checklist (see Appendix 1.3).

Assessment/Evaluation

1. Formative assessment - Learning Log (Appendix H)- anecdotal comments
2. Summative assessment - Video Fast Facts (Appendix W) - anecdotal comments
3. Summative assessment - oral presentation - Rated Checklist for an Oral Presentation (Appendix 1.3)

Accommodations

- Some students may need to view the videotapes several times in order to complete the activities.
- Transcripts of the videotapes should be available to students.
- Students may need to use first languages to explain the content introduced in the videos or to seek clarification about issues raised in the films.

Resources

Ekstrom, R. *The New Concise Catholic Dictionary*. Dublin, Ireland: Columba Press, 1995. ISBN 0-89622-622-0

The New Catholic Study Bible, St. Jerome Edition. Huntington, Indiana: Our Sunday Visitor, Inc., 1985.

O'Gallagher, M. *Grosse Isle: Gateway to Canada, 1832-1937*. Sainte Foy, Quebec: Carraig Books, 1984.

O'Gallagher, M. *Eyewitness: Grosse Isle, 1847*. Sainte Foy, Quebec: Carraig Books, 1995.

Tracey, L. *A Scattering of Seeds*. Toronto: Doubleday, 1999.

Videotapes

A Scattering of Seeds. Toronto: White Pine Pictures, 1998.

Grosse Ile: Harbour of Tears. Toronto: Good Earth Productions, 1998.

Beyond Golden Mountain: The Chinese Canadian Experience. Kelowna, B.C.: Filmwest Associates, 1996.

Land of Hope: Volumes I and II. Ottawa, ON: National Film Board of Canada, 1996.

Kit

Glavich, Sister Mary Kathleen S.N.D. *Saints Kit*. Chicago: Loyola University Press, 1994.

Web Sites

White Pine Pictures
http://www.whitepinepictures.com

Heritage Canada
http://www.pch.ca

Contacts

Celtic Studies Department, St. Michael's College, University of Toronto, 81 St. Mary Street, Toronto, ON, M5S 1J4 (416) 926-7145; fax (416) 926-2330.

Catholic Cross- Cultural Services

Archdiocese

Religious communities

Local parish

Appendices

Appendix H - Learning Log
Appendix U – "Why Immigrate?"
Appendix V - Wordsmithing Log
Appendix W - Video Fast Facts
Appendix 1.3 - Rated Checklist for an Oral Presentation

Activity 3: Just A Minute

Time: 375 minutes

Description

Through activities using media works, such as the CRB *Heritage Minutes* and informational and narrative texts, students develop an understanding of Canada's rich heritage. They discover the elements of a Canadian identity by evaluating the contributions of significant individuals depicted in the *Heritage Minutes*. Students recognize that the early settlement of Canada brought French Catholic families and Catholic missionaries to establish the roots of present Catholic traditions within this country. Students create their own storyboard depicting one of Marsha Boulton's historical anecdotes. The storyboards could be dramatized or videotaped. The language foci in this activity are the use of the passive voice to describe historical events and the conventions of dialogue.

Strand(s) and Expectations

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Specific Expectations: COR1.01, .02, .04❖, 2.01, .02, 3.01, .02, 4.01❖, .03, .04, CRE1.01, .04, 2.01, .02, 3.01, .02, .03, 4.02, .03, CWR1.01, .02❖, .03, 2.01, .02, .03, .04, .05, 3.01, .02, .03, .06, .07, .08, CSC1.01❖, .02❖, .03, .04, 2.06.

Planning Notes

- The CRB Heritage Project web site (http://www.heritageproject.ca) is the first source to consult as it features annotations and thematic groupings of each of the sixty *Heritage Minutes*, lesson plans on "Building a Heritage Minute", models of "Student Created Minutes", examples of storyboarding, and tips for using the Heritage Minutes to foster critical thinking skills, as well as a very comprehensive webography.
- The toll free telephone number for the CRB Heritage Project is 1-800-567-1867.
- In preparation for this activity, teachers locate the primary resources: *We Are Canadians* (CRB Heritage Project) which contains a videotape with forty *Heritage Minutes*; *Images of Canada* (CRB Heritage Project) which is a kit comprised of a videotape containing ten additional *Heritage Minutes;* as well as multiple copies of student booklets describing Canadian paintings, photography, literature, and recording artists. In addition, teachers consult any one of the three volumes in Marsha Boulton's *Just A Minute* series. The bibliography at the end of this activity contains pertinent information about all of the resources referenced.
- Two of the *Heritage Minutes*, the 1917 Halifax Explosion and the innovation of the hockey goalie mask by Jacques Plante in 1959, have been recreated as comic books by McClelland & Stewart publishers and are distributed by Macdonald's restaurants.
- Teachers should consult with members of the Canadian and World Studies Department to obtain resources and suggestions about Canadian historical figures and events. The staff of the Visual Arts Department could provide models of storyboarding and student created videos as well as the names of some peer facilitators who could mentor the ESL students during the process.
- In choosing vignettes from the *Heritage Minutes* or the *Just A Minute* series, teachers analyse the texts or videotapes to identify: language structures, unfamiliar vocabulary, idiomatic expressions, and stylistic features.
- Teachers take into consideration the following criteria when making their selections for this activity: student interest and level of language acquisition, cultural diversity, and the language features of the text. As some reading selections lend themselves more easily to storyboarding than others, teachers should guide students during the selection process.
- Marsha Boulton's first collection of Canadian anecdotes - *Just a Minute* - has several engaging retellings of historical events: "Clothes Do Not Make the Man" (Esther Brandeau - a distinctly different immigrant confounds the system, pp.33-35), "The Saint of Dawson City" (Father William Judge, a Jesuit who ministered to the miners, pp.69-71), "You're Not Even a Person" (Emily Ferguson Murphy, the first woman magistrate, pp.114-116) and "Who Was That Masked Man?" (Jacques Plante, the man who invented the hockey face mask, pp.138-140).
- Some of the following anecdotes from *Just A Minute More* might prove interesting: "No Prison in the Woods" (Mary Ann Shadd pp.24-30), "Lily of the Mohawks, Genevieve of New France" (Kateri Tekakwitha pp.55-64), or "A Man in a Hurry" (John Grierson and the NFB, pp. 146-160).
- Some suggested titles from *Just Another Minute* include: "The Running Man" (Thomas Longboat, pp.125-128), "That Long Distance Feeling" (Alexander Graham Bell, pp.178-181), "Hats Off To the Beaver" (Castor canadensis – our national rodent, pp.16-19) or "The Right To Be Beautiful" (Elizabeth Arden, pp.101-105).

- Teach the students the techniques and vocabulary related to storyboarding and video production: camera shots (long, medium, and close-up), camera movement (pan, tilt, and dolly), camera angle (eye level, bird's eye, worm's eye), frames, stick figures, and the blue screen.
- *ResourceLines 9* (Prentice Hall Ginn Canada), has a very comprehensive section on media literacy (Chapter 4 – "Viewing" pp.213-216).

Prior Knowledge Required

- some understanding of the elements of a story
- some familiarity with basic Canadian history and geography concepts acquired in ESLAO/ESLBO
- some familiarity with media works (e.g., videotapes) and media terminology

Teaching/Learning Strategies

Before Viewing the *Heritage Minute* on Jacques Plante

1. Teachers model the art of storytelling by recounting the history of a person or event familiar to the students, using exaggeration, invention, and the selective omission of specific details.
2. Teachers elicit from the students the characteristics of this oral rendition and record their responses on an overhead transparency or the chalkboard.
3. Teachers pose a focus question and record the students' responses: What are the limitations of oral history? Elicit from the students the types of historical information (e.g., oral history, archaeological evidence, and written documents).
4. Teachers provide the students with a printed version of the *Heritage Minute* on Jacques Plante and instruct students to read the script. Teachers ensure that students understand key words and phrases that are introduced in the reading selection and which will appear in the videotape on Jacques Plante. Teachers show the videotape and students take notes. Following the viewing of the video, the students work in pairs to complete a graphic organizer (See Appendix Y - Deconstructing a Heritage Minute).
5. Teachers review the graphic organizer eliciting responses from the class and recording them on an overhead transparency.
6. Teachers select three of four *Heritage Minutes* depicting Canadian historical events, Canadian achievements, and Canadian firsts, and pose focus questions: What is the story? What is the primary source of historical information in the vignette? Why is the anecdote appealing?

During Viewing

7. Students view three or four *Heritage Minutes* as a class.

After Viewing

8. In pairs, students complete a graphic organizer analyzing the vignettes. (See Appendix Y - Deconstructing a Heritage Minute.)
9. As a class, students share their notations on the graphic organizer. Teachers lead a discussion having the students identify and list the stylistic features of a *Heritage Minute*.
10. Teachers introduce the concept of storyboarding by showing the students a model. Through discussion and questioning, students identify the key features of a storyboard: shot number, scene/sequence number, a basic sketch, description of action/camera angle, narrative and/or sound effects, length of time for each shot and total cumulative time for the video. The primary medium used to create an effective storyboard is dark pencil (preferably HB lead). Teachers provide students with a template of a storyboard called Create a Storyboard (see Appendix Z).
11. Teachers divide the class into small groups and provide the students with an annotated list of selections from Marsha Boulton' s series, *Just A Minute*. Each group selects one of these historical anecdotes to storyboard. Assign a leader for each group to take responsibility for any resources that the group is using, and to ensure that each group member is involved in the various steps of the process.

12. Individually, students read the *Just A Minute* selection and discuss the most striking images that came to mind as they read the anecdote. Teachers instruct the students to record ten jot notes about the most fascinating facts in their notebooks.
13. Group members meet to compare their notes and compile a master list of information that they can organize thematically or chronologically. Students must decide which facts should be dramatized and which ones should be told in narration.
14. Teachers direct students to the CRB Heritage Project web site and instruct the group to examine the storyboard based on the Jacques Plante *Heritage Minute* as well as the Student Created Minutes.
15. Teachers review the conventions concerning dialogue. Students should note that the narrative should be short (two or three lines per frame) and can be accompanied by sound effects.
16. Students create a storyboard.
17. Students who wish to videotape their Heritage Minute should consult the Heritage Project web site for useful tips on "low tech" and "high tech" finishes. If students submit a videotape, teachers can adapt the Rated Checklist for an Oral Presentation (see Appendix 1.3) to evaluate their work.

Assessment/Evaluation

1. Formative assessment - participation - Checklist for Assessing Group Work (Appendix 1.5)
2. Summative assessment - storyboard - ChecBric for Assessing a Storyboard (Appendix 1.4)

Accommodations

- Some students may require additional support in order to complete the script for the storyboard.
- Students who require enrichment should be encouraged to videotape their storyboards.

Resources

Print

Boulton, M. *Just A Minute*. Toronto: McArthur and Company, 1999. ISBN 1-55278-024-4

Boulton, M. *Just A Minute More*. Toronto: McArthur and Company, 1999. ISBN 1-55278-072-4

Boulton, M. *Just Another Minute*. Toronto: Little, Brown and Company Limited. ISBN 1-55278-025-2

Dawe, R., B. Duncan, and W. Mathieu. *ResourceLines 9*. Toronto: Prentice Hall Ginn, 1999. ISBN 0-7702-6648-7

Hilker, D. and S. Harper. *Elements of English 9*. Toronto: Harcourt Brace Canada, 1999. ISBN 7747-0575-2

Kedves Barlowe, A., et al. *SightLines 9*. Toronto: Prentice Hall Ginn, 1999. ISBN 0-7702-6646-0

Kits

Canadians in the Global Community: Images of Canada. Toronto: Prentice Hall Ginn Canada, 1997. ISBN 0-13-285933-5

Glavich, Sister Mary Kathleen S.N.D. *Saints Kit*. Chicago: Loyola University Press, 1994. ISBN 0-8294-0800-2

We Are Canadians. Toronto: Prentice Hall Ginn Canada, 1994. ISBN 013-1483218

Web Sites

CRB Heritage Project
http://heritageproject.ca

Canadian Heritage
http://www.pch.gc.ca

Appendices

Appendix Y - Deconstructing a Heritage Minute
Appendix Z - Create a storyboard
Appendix 1.4 - ChecBric for assessing a storyboard

Activity 4: Listening to the Voices of Others

Time: 300 minutes

Description

Through an examination of the voices of immigrants represented in a selection of Canadian poetry, students reflect on the plight of the immigrant as he/she progresses through the stages of acculturation. Students explore poetic literature and find connections to, and parallels with, gospel values and their own experiences. Using a graphic organizer to analyze the structure, and language of poetic texts (including prayers and songs in the first language), students develop a greater understanding of this genre and recognize issues of social justice. Students demonstrate this learning by composing their own poetry that may include poems, songs, prayers, and meditations as part of a poetry album. The language focus for this activity is the use of figurative language.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1d, 2a, b, c, 3c, 4g, 5a, b, e, 7e, g.
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, .02, CREV.02, .03, CWRV.01, .02, CSCV.02.
Specific Expectations: COR1.02❖, .04❖, .05❖, 2.01, .02, CRE1.01❖, .04, 2.01, 3.02, 4.03, CWR1.02❖, 2.04, .05, 3.02❖, .03, .05, .07, .08❖, CSC1.01, .02, .03, .04❖.

Planning Notes

- In preparation for this activity teachers find a selection of Canadian poems that reflect the immigrant experience and express the immigrant voice. Below is a list of possible choices found in a variety of resources:
  - "Equal Opportunity" by Jim Wong Chu (*Multiculturalism*, p. 55)
  - an ironic account of discrimination faced by Chinese immigrants in early Canada
  - "What Do We Do With a Variation?" by James Berry (*Multiculturalism*, p. 43)
  - questions how society deals with difference
  - "Immigrants the Second Generation" by Kevin Irie (*Multiculturalism*, p. 90)
  - explores the difficult role played by second generation immigrants within their families
  - "I Am a Canadian" by Duke Redbird (*Multiculturalism*, p. 10)
  - explores the diverse landscape and people across Canada
  - "What Do I Remember of the Evacuation?" by Joy Kogawa (*Departures*, p. 46)
  - a child's account of the shame and embarrassment experienced by the Japanese during World War II
  - "Incident" by Countee Cullen (*Departures*, p. 109)
  - a child's scarring experience with racism
  - "You Have Two Voices" by Nancy Prasad (*Transformations*, p. 8)
  - the struggle to find a voice in a new language
  - "I Am a Rock" by Paul Simon (*Transformations*, p. 30)
  - the loneliness of not belonging or fitting in
- Teachers should ensure that cassette tapes and audio recording equipment are available to students for recording their own poetry reading.

Prior Knowledge Required

- familiarity with the literary devices metaphor, simile and personification acquired in Unit 1, Activity 5
- familiarity with the functions of punctuation, tone, stress, intonation, and emphasis acquired in Unit 1, Activity 4

Teaching/Learning Strategies

Before Reading

1. Teachers encourage an open class discussion on the topic of poetry (content, purpose, and forms) to activate students' prior knowledge and to make them aware of their own familiarity with poetry. Teachers could start by using probing questions such as: What kind of music do you like and why? Do you remember any nursery rhymes or prayers in your native language?
2. Teachers encourage students to bring to class and share examples of poetry and prayers in their native language and music they like. These examples could be read by students or listened to in class and used by the teacher to introduce the terms "theme" and "voice" as these pieces will be familiar to students. Teachers could use the following questions to elicit responses from students which focus on theme and voice: What emotion or feeling is the poet/songwriter expressing in this poem?, Is the poet/songwriter's voice expressing happiness, sadness, loneliness...and how can you tell?, What do you think the poet/songwriter is talking about in this song or poem?
3. Teachers formally present the terms "theme" and "voice" to students stressing how an author can communicate emotion, thought, and feeling to the reader through these devices.
4. Teachers introduce students to the graphic organizer, What's in a Poem? (see Appendix AA). Using one of the poems, prayers, or pieces of music brought in by the students, teachers model how to complete the graphic organizer. Students access their key visual What Are the Gospel Values (see Appendix A) throughout this activity.
5. Teachers focus student attention on the selected group of poems for study.
6. Teachers use a poem, such as What Do I Remember of the Evacuation? by Joy Kogawa (see suggested list at the beginning of this activity), as an example with which to model again for students the use of the graphic organizer, (Appendix AA) What's in a Poem?, and to demonstrate proper dramatic reading of a poem.
7. Teachers activate students' prior knowledge of the use of tone, stress, intonation, and punctuation learned in Unit 1, Activity 4 and encourage students to make predictions by posing a focus question(s): What does the word evacuation mean? What kinds of emotions did the poet/narrator experience during the evacuation?

During Reading

8. Teachers read the poem aloud to the students and instruct them to ask themselves questions about their predictions.

After Reading

9. Students use their key visual What Are the Gospel Values (see Appendix A) to complete the graphic organizer, What's in a Poem? (see Appendix AA).
10. To guide students in their reading of the poem, What Do I Remember of the Evacuation?, teachers set the historical context of the poem. In this selected poem, students should be made aware of how Japanese Canadians were treated by other Canadians and by the Canadian government during World War II. Teachers should ask a focus question: Which gospel values were violated by the Canadian people and the Canadian government during this time?
11. Teachers ask students to read the poem to each other in pairs, discussing their thoughts on the poet's message, feeling, and purpose in the poem.

12. In completing the graphic organizer together, teachers lead students to the conclusion that this poem addresses the themes of fear, discrimination, hate, embarrassment, and memories. Teachers direct students' attention to the poet's diction.
13. Teachers ask students to examine Kogawa's word choice and cite examples that illustrate the themes such as "abandoning", "forced", "gun point", "suffering", "bitterness", "spat on us". Encourage students to use their bilingual dictionaries and Vocabulary graphic organizer (see Appendix C).
14. Teachers divide the class into small groups and assign a specific poem to each group.
15. Students analyse the poem using the graphic organizer What's in a Poem? (see Appendix Z).
16. Teachers direct students to use their analysis of the poem to prepare a dramatic reading of the poem.
17. Some students may wish to tape their dramatic reading for presentation to the class. Students should be encouraged to use any background music or sound effects which they feel help to convey the poem's meaning, theme, and voice. Students doing a live dramatic reading may wish to use props and costumes.
18. Teachers instruct students to design their own poetry albums in which to keep all of their work for this activity.
19. Teachers instruct students to compose their own poetry, songs, or prayers individually and collaboratively with their peers giving voice to their own immigrant experiences and experiences dealing with issues of social justice.
20. Teachers make students aware of the expectations for this activity. A suggestion would be three to five individually or collaboratively composed poems, songs, or prayers. Teachers modify the Rubric for Assessing a Portfolio (see Appendix 1.2) and use it to evaluate the poetry album. Teachers review the criteria for evaluation with the students.
21. Students share selections of their own writing with the rest of the class.
22. Teachers should encourage students to embellish their poetry albums by including additional poetry, music, prayers or artwork which they feel is related to the themes of social justice and issues facing immigrants. Students may submit work written in their first language. These additional submissions are not to be evaluated in the poetry album. However, students may submit them for evaluation purposes with their ESLCO course portfolio.
23. Teachers should also seek out and encourage students to submit their work to school literary clubs, local community clubs for social justice, and their parishes for publishing.

Assessment/Evaluation

1. Formative assessment – dramatic reading - anecdotal comments
2. Formative assessment – participation - Checklist for Assessing Group Work (Appendix 1.5)
3. Summative assessment – poetry album - adapt Rubric for Assessing a Portfolio (Appendix 1.2)

Accommodations

- Some students may be very reluctant to read aloud in class and should be provided with audio recording equipment with which to record their work.
- Some students may require extra teacher direction in analysing the selected poems and in getting started in writing their own poems.
- Teachers should provide the frameworks for writing certain forms of poetry (e.g., acrostic, haiku, cinquain).

Resources

Barry, J., ed. *Coast to Coast*. Scarborough, ON: ITP Nelson Canada, 1995. ISBN 0-17-604704-2

Barry, J., ed. *Departures*. Scarborough, ON: Nelson Canada, 1991. ISBN 0-17-603089-1

Borovilos, J., ed. *Images: Canada Through Literature*. Scarborough, Ontario: Prentice Hall Canada, 1996. ISBN 013-2558521

Duncan, B., S. Harper, et al. *Transitions*. Toronto, Ontario: Harcourt Brace Canada, 1996.

Wowk, J., and T. Jason, eds. *The Issues Collection: Multiculturalism*. Toronto, Ontario: McGraw-Hill Ryerson Limited, 1993.

Appendices

Appendix 1.2 - Rubric for Assessing a Portfolio
Appendix 1.5 - Checklist for Assessing Group Work

Activity 5: Beyond 2000

Time: 375 minutes

Description

In this activity, students explore the concept of culture by participating in a co-operative learning game called Bafà Bafà. Through this activity, students have opportunities to reflect on personal and societal experiences of racism, bias, and stereotypes. They develop their media literacy skills by studying a newspaper series, *Beyond 2000*, which highlights the personal plight of visible minorities in the Greater Toronto Area. Students analyse these newspaper articles as well as narrative texts to heighten their awareness of equity and social justice issues. Students demonstrate their understanding by creating an antiracist poster. Making comparisons and expressing opinions using conversation gambits are the language structures addressed in this activity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, e, g, h, 2a, c, e,3b, c, d, 4c, 6c, 7e, h.
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, .02, .03, .04, CREV.02, .03, CWRV.01, .02, .03, .04, CSCV.01, .02.
Specific Expectations: COR1.02, .04❖, .05❖, 3.01, 4.01, .03, CRE1.01, 2.01, .02, 3.01, .02, .03, 4.02, .03, CWR1.01, .02, .03, 2.02, 3.01, .02, .03, .04, .06, .07, .08, CSC1.01❖, .03❖, .04❖.

Planning Notes

- Teachers obtain a copy of an interactive co-operative learning game developed by Garry Shirts called *Bafà Bafà* and prepare all the materials in advance. In this game simulation, students assume the role of a member of one of the two dominant cultures - Alpha or Beta - and through a series of activities they experience life in a foreign culture. Unable to communicate with members of the opposite culture, they struggle to understand the experience of an additional language and cultural differences. Through a first hand experience, they begin to identify and understand the roots of racism and discrimination.
- *The Toronto Star* conducted a year-long study entitled *Beyond 2000*. This project examined the ethnic and cultural composition of one of the most diverse cities in the world - Toronto. In a series of interviews with visible minorities, each article addressed issues that confronted immigrants, such as discrimination in the workplace, religious intolerance, racism, stereotyping, and culture clash. Although *Beyond 2000* explores the challenges that the Greater Toronto Area must face as it enters the next millennium, these same issues are reflected to a greater or lesser degree in many Ontario communities.
- Teachers should consult the web site of *The Toronto Star* to locate back issues of the series *Beyond 2000,* which appear about three times a week (http://www.thestar.com).

- The School of Social Work of the University of Toronto has produced a series of sixty cultural profiles which may be obtained free of charge by contacting the AMNI Centre at (416) 946-3824 or fax (416) 978-7072. Teachers should consult the web site for a current list of available titles (http://www.utoronto.ca).
- Teachers review the format of a newspaper and explain the concept of a poll/survey in order for students to understand *Beyond 2000* - the study conducted by Goldfarb Consultants.
- Students may require assistance reading and interpreting the data that appears in sidebars in the articles (e.g., graphs, tables, charts, graphic organizers, illustrations).
- *Beyond 2000* should be a starting point to explore the themes of equity, diversity and social justice.
- Teachers locate a variety of genres that address these issues.
- Teachers obtain chart paper and markers for this activity.

Teaching/Learning Strategies

1. Teachers introduce the co-operative learning game *Bafà Bafà* by dividing the class into an equal number of Alphas and Betas, the two dominant cultures in this fictional world. Role cards are distributed to the students and the rules of the game are reviewed. Students interact with each other experiencing the frustration of trying to communicate within a foreign culture. Unable to communicate with members of the opposite culture, they struggle to understand the experience of an additional language and cultural differences. Through a first hand experience, they begin to identify and understand the roots of racism and discrimination.
2. Following the game teachers debrief with the students eliciting from them their emotional reactions, questions, and comments.
3. Students write a reflection based on this co-operative learning activity. This reflection may be included in the ESLCO course portfolio.

Before Reading

4. Teachers activate students' prior knowledge about the concept of discrimination by presenting Carole's words from the short story, "So What Are You, Anyway?" (*Coast To Coast*, p.168). Teachers prepare an overhead transparency containing the quotation: "Carole's mouth drops. Race? What is it? She doesn't understand. Yet she senses that the man is asking a bad question."
5. Teachers ask a focus question: What is race? and record students' responses. Teachers ask students to make predictions about the story.

During Reading

6. Teachers read aloud the story "So What Are You, Anyway?" (pp.168-172). Teachers instruct students to think about this question: Why does Carole fail to understand the term "race"?

After Reading

7. Teachers divide the class into groups of four and distribute a set of questions which serve as a comprehension check: What was the Nortons' attitude toward Carole? How did Carole react to their insensitive question, 'So what are you, anyway'? Assess Carole's behaviour in light of the gospel values. What does the Nortons' use of the word "Negro" reveal? Who is the intended audience for this piece of writing? If you were Carole, how would you have handled the situation? Have the students use conversation gambits to compose their responses to the open-ended question (e.g., In this situation I would have..., I think I would have..., I know that I would..., I probably would have...).
8. The preliminary activities outlined in steps 1-7 are designed to set the stage for the introduction of the newspaper series, *Beyond 2000.*
9. Teachers select one short article from *Beyond 2000* based on the following criteria: student interest, language accessibility, and cultural diversity. Teachers introduce the selection by providing the students with a brief overview of the cultural group featured in this episode and any challenging vocabulary that appears in the article.

10. Teachers pose a focus question and then read the passage aloud: What is the issue being addressed in this feature article?
11. After the reading, teachers lead a discussion exploring the issue in greater depth. As the students express their opinions, teachers record the responses on a web diagram.
12. Teachers divide the class into small groups and give each group a different article from the *Beyond 2000* series. Students are given chart paper and markers and instructed to summarize the article using point form.
13. Students post their completed charts. All groups participate in a Gallery Walk by circulating around the class reading the summaries. Students are given post-it notes and encouraged to respond to what they see on the charts.
14. In a debriefing session, teachers elicit from the students various issues facing immigrants in this country. Teachers record these responses on a chart or an overhead transparency.
15. Students complete a Learning Log (see Appendix H). Students may choose to include this learning log in their ESLCO course portfolio.
16. As a culminating activity, students create an anti-racist poster. Teachers can adapt the Rubric for Assessing a Collage (see Appendix 1.1) and use it to evaluate the poster. Teachers need to review the criteria for an effective poster by discussing the rubric. Teachers provide several models of appealing posters which are discussed and the reasons for their appeal highlighted. Students need to see more than one model for each level on the achievement chart (see ESL/ELD policy document, pp.68-69).

Assessment/Evaluation

1. Summative assessment – Anti-racism poster - adapt Rubric for Assessing a Collage (Appendix 1.1)
2. Formative assessment - Learning Log (Appendix H) - anecdotal comments
3. Formative assessment - participation - Checklist for Assessing Group Work (Appendix 1.5)

Accommodations

- Some students may need to be provided with a copy of the short story "So What Are You, Anyway?" in order to understand the selection as it is being read aloud by the teacher.
- Some students may need to use first languages to clarify terms such as, "racism", "mulatto" and "stereotyping".
- It may be necessary to provide some students with an abridged version of the *Beyond 2000* article as the language used in the article may be too challenging for some ESLCO students.
- Some of the *Beyond 2000* articles could raise sensitive issues. Teachers need to preview the material carefully before using it with the students.
- Students may be reluctant to participate in the co-operative learning game, especially if this kind of activity is not familiar to them. Teachers need to spend more time explaining the rationale of the game.
- Teachers need to be aware of school policies and protocol in dealing with issues of discrimination that may be disclosed.

Resources

Barry, J, ed. "So What Are You, Anyway?" *Coast To Coast.* Toronto: ITP Nelson, 1995. ISBN 0-17-604704-2

Cultural Profiles. The School of Social Work. University of Toronto. AMNI Centre, 1998.

Kit

Shirts, Garry. *Bafà Bafà: A Cross-Cultural Simulation.* Delmar, CA: Simulation Training Systems, P.O. Box 910, 92014. Available from S & B Books, (905) 629-5055.

Web Sites
Beyond 2000
http://www.thestar.com/thestar/editorial/beyond/990423LFE01-LI-immig23.html
Cultural Profiles
http://www.utoronto.ca

Appendices
Appendix H - Learning Log
Appendix 1.1 - Rubric for Assessing a Collage
Appendix 1.5 - Checklist for Assessing Group Work

Activity 6: Portraits of Canada
Time: 375 minutes

Description
Students use the knowledge they have gained in this unit about Canada's identity, its land, and its people, portrayed through various Canadian images, to work co-operatively in design teams to prepare a presentation of one regional Canadian portrait. Some possible regional Canadian portraits are: Canada's East Coast, Canada's Native People, the Prairies, Canadian cities, etc. Students prepare a presentation that includes visual, audio and written expressions of the particular Canadian portrait they have chosen. Students use their locating, organizing, recording, synthesizing, and communication skills to complete this activity. The language focus for this activity is the consolidation and reinforcement of all grammar skills introduced in this unit.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations: CGE1d, i, 2b, e, 3c, e, f, 4b, c, f, 5a, e, g, 6e, g.
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, .02, .03, .04, CREV.01, .03, .04, CWRV.01, CSCV.01.
Specific Expectations: COR1.04❖, .05❖, .06❖, 2.01, 3.02, 4.01, CRE1.01, 2.02, 3.01❖, .02, 4.01❖, CWR1.01, .02, CSC1.01, .02❖, .03❖, .04, 2.04❖.

Planning Notes
- Teachers could use the *Canadians in the Global Community - Images of Canada* kit which includes: multiple copies of individual catalogues presenting Canadian photographs, paintings, music, literature; *Heritage Minutes*, 1 teaching guide, 1 audiotape (literature catalogue selections); and *Images of Canada* (world expositions), and 18 transparencies.
- If this resource kit is unavailable, teachers could consult the CRB Heritage Project or Canadian Heritage web sites and collect material about Canadians in the following fields: music, art, literature, famous Canadians, Canadian symbols and cultural customs, etc.
- Teachers should also consult community and school libraries to gather additional information on literary figures such as Joy Kogawa, Tim Wynne-Jones, Pauline Johnson, Farley Mowat; recording artitsts such as Céline Dion, Alanis Morrissette, Barenaked Ladies; artists such as Emily Carr, William Kurelek, Daphne Odjig; and sports figures such as Wayne Gretzky, Elvis Stojko, Nancy Greene.
- Teachers view the videotapes Building Literacy in the Classroom – Literacy Strategies for Teachers by Teachers: Key Features of Reader's Theatre (9-12) which demonstrate how to use props and sound in dramatic readings and presentations (see also Unit 1, Activity 4).

- Teachers should consult their school's art department to gather any pictures or samples of Canadian art, such as the Group of Seven; the Canadian and World Studies department for use of atlases and maps of Canada as well as information on famous Canadians and milestones in Canadian history; the drama department for possible use of props and costumes, and the music department for samples of Canadian music and/or soundscapes. There are also excellent examples and samples of this material in the *Canadians in the Global Community - Images of Canada* resource kit.
- Teachers provide students with a model of a completed regional Canadian portrait presentation. This could be developed through the use of the *Images of Canada* resource kit.
- Teachers locate and be able to provide students with access to audio/visual equipment.
- Teachers may also want to plan a field trip to a local gallery or museum in order to stimulate student interest in the activity and aid in activating students' prior knowledge of Canadian art, history, and geography. In Toronto, some suggestions are the Art Gallery of Ontario, the McMichael Gallery, or the Maritime Museum. Teachers outside the Greater Toronto Area should consult the Ontario Arts Council or the Canadian Heritage web site (http://ww.pch.gc.ca).

Prior Knowledge Required

- requisite reading and writing skills acquired in ESLBO
- research and presentation skills acquired in Unit 2: Career Exploration
- group work skills
- use of graphic organizers Appendix O - Research Organizer, Appendix P - Print, Appendix Q - Computer and Appendix R - Video

Teaching/Learning Strategies

Before Researching

1. Teachers should model a "Portrait of Canada" presentation using the materials found in the *Images of Canada* kit or their own collected resources. Special attention should be paid to demonstrating to students how to incorporate different forms of media (music, literature, video, and art) into a coherent presentation. For example, teachers should demonstrate how to use music and sound to create a soundscape background for a dramatic reading or role-play while incorporating pictures and props to create an atmosphere or mood.
2. Teachers divide the class into small design teams of approximately four students each and distribute the samples of regional Canadian images found in the *Images of Canada* resource kit (paintings, photographs, literature, music, famous Canadians and Canadian symbols).
3. Teachers instruct students to browse through all of the material and to make a list of the images that interest them.
4. Students share their interest lists with the other members of their group and select one geographical region of Canada on which to focus.
5. Teachers distribute copies of research graphic organizers (see Appendices O, P, Q, R, and S).
6. Teachers provide students with an expectations checklist, outlining the compulsory components of their "Portrait of Canada" presentation which could include: a dramatic reading of selected Canadian literature, role play of a famous Canadian or regional activity, founding religious community, use of music and/or sound to create a soundscape, and use of pictures to create a mood or atmosphere.
7. Teachers distribute the Checklist for Assessing Group Work (see Appendix 1.5) so that students are aware of the assessment criteria used to evaluate their participation in this activity and also so that they self-assess on a continuing basis throughout the activity.

During the Research

8. The librarian shows students the location of various reference materials in the resource centre and assists them during this activity. Teachers act as facilitators and guide students in the research process.

After the Research

9. Teachers use the Rated Checklist for an Oral Presentation (see Appendix 1.3) to evaluate the Portrait of Canada multimedia presentation. Teachers review the evaluation criteria with the students.
10. Teachers assist students in the construction of a backdrop or booth on which to display their visual and literary samples that reflect their Canadian portrait.
11. Students gather any necessary props and costumes necessary for the presentation of their Portrait of Canada.
12. Each design team presents its multimedia Portrait of Canada to the class.
13. The presentation is assessed by both teacher and peers using the Rated Checklist for an Oral Presentation.

Assessment/Evaluation

1. Formative assessment - participation - Checklist for Assessing Group Work (Appendix 1.5)
2. Peer evaluation - Portrait of Canada presentation - Rated Checklist for an Oral Presentation (Appendix 1.3)
3. Summative assessment - Portrait of Canada presentation - Rated Checklist for an Oral Presentation - (Appendix 1.3)

Accommodations

- Some students may have difficulty working in a group and could be given the option of working individually or with one partner on this project.
- Some students may require extra teacher direction and supervision in designing and presenting their Portrait of Canada.

Resources

Davies, A., et al. *Reader's Theatre.* Winnipeg: Peguis Publishers, 1994.

Kits

Canadians in the Global Community: Images of Canada. Prentice Hall Ginn Canada, 1997.

Video

Building Literacy in the Classroom: Literacy Strategies for Teachers by Teachers: Key Features of Reader's Theatre (Grades 9-12). The Metropolitan Toronto School Board, 1997.

Web Sites

CRB Heritage Project
http://www.heritageproject.ca

Canadian Heritage
http://www.pch.gc.ca

Computer

Explore Canada. Canadian Heritage Parks Canada. 25 rue Eddy Street, Hull, Québec K1A 0M5. Distributed by NAS Educational Software Inc., 91 Heatherton Way, Thornhill, Ontario L4J 3E7 (905) 764-8079

Appendices

Appendix O - Research Graphic Organizer
Appendix P - Print Graphic Organizer
Appendix Q - Computer Graphic Organizer
Appendix R - Video Graphic Organizer
Appendix 1.3 - Rated Checklist for an Oral Presentation
Appendix 1.5 - Checklist for Assessing Group Work

Unit 4: Preparing Catholic Graduates for Success in the Workplace

Time: 25 hours

Unit Developer(s)

Michelle Asselstine, Toronto Catholic District School Board
Maureen Cassidy, Toronto Catholic District School Board

Unit Description

Students identify the traits of a successful worker and explore ways in which they can prepare for a workplace that is constantly changing. They discuss the basic competencies needed by all workers: interpersonal skills, ability to use resources efficiently, ability to acquire and use information effectively, ability to use a variety of technologies and aptitude for understanding complex systems. By participating in role-playing activities, students discuss workplace ethics. The goal of this unit is to enable students to act ethically and morally based on Catholic faith traditions, recognizing the dignity and self-worth of all persons. The language structures addressed in this unit are: seeking clarification, making predictions, interviewing and the vocabulary related to the workplace.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, b, c, d, e, g, i, 2b, c, e, 3b, c, d, e, f, g, 4a, b, c, d, e, f, g, h, 5a, b, d, e, g, h, 6b, d, 7e, j.

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: CORV.01, .02, .03, .04, CREV.02, .03, .04, CWRV.01, .02, .03, .04, CSCV.02.

Specific Expectations: COR1.01, .02, .03, .04, .05, .06, .07, 2.01, .02, 3.01, .02, .03, 4.01, .02, .03, .04, CRE1.04, 2.01, .02, 3.01, .02, .03, 4.01, .02, .03, CWR1.01, .02, .03, .04, .05, 2.01, .02, .03, .04, .05, 3.01, .02, .03, .04, .05, .06, .07, .08, CSC1.04, 2.02, .03, .04, .05, .06.

Activity Titles (Time + Sequence)

Activity 1	What Do You Need to Succeed?	225 minutes
Activity 2	The Times They Are A Changing!	225 minutes
Activity 3	Catholic Values At Work	225 minutes
Activity 4	The Résumé and Covering Letter	225 minutes
Activity 5	The Job Interview	300 minutes
Activity 6	Future Workplace Information Fair	300 minutes

Unit Planning Notes

- In preparation for this unit, teachers need to research career education opportunities and to identify future job trends as well as the vocabulary of a changing workplace.
- The core resources for this unit are: *Pre-placement and Integration Curriculum Resource - Community Based Learning* binder (1999) and *Tourism: Making a Commitment* binder (1998), both of which are available from the Toronto Catholic District School Board, *Expanding Your Horizons*, 2nd Edition (McGraw-Hill Ryerson, 1999), *Employability Skills Profile* (The Conference Board of Canada, 1994), *The Career and Life Planning Portfolio* (Junior Achievement of Toronto & York Region, 1999), *Faith at Work* (Toronto Catholic District School Board, 1997) and *Write Source 2000*, Canadian Edition (1999).

- Frank Feather's book entitled, *120 Best Careers to 2005: Canada's Best Career Guide*, forecasts the best career paths. This Canadian futurist analyses the impact of the changing economy on the job market. The data - which is presented in charts and tables - helps students understand complex information at a glance.
- The most comprehensive and contemporary ESL text suitable for this unit is *Brass Ring 2: English for Career Related Communication* and its accompanying audiocassette and video (Prentice Hall Allyn & Bacon Canada, 1999).
- Teachers should consult members of the guidance department to obtain career education materials.
- *The Career and Life Planning Portfolio*, available free of charge from Junior Achievement, is an excellent model of the portfolio process. This resource would be useful in helping students to create their Annual Education Plans.
- Teachers should avail themselves of the rich resources in the community by arranging for guest speakers from various walks of life to visit the class and address workplace issues.
- Throughout the unit, teachers should use the resource document *Faith At Work* to guide their lesson planning.
- Teachers should encourage students to consult the web sites of companies to glean information about mission statements, business ethics, career opportunities and current trends in the field.
- Dave Sperling's *Internet Guide* and its accompanying *Internetactivity Workbook* are excellent resources to introduce students to the use of the Internet. Teachers should familiarize themselves with both of these resources and try to incorporate them into activities in this unit.
- Teachers collect many different types of résumés, covering letters and business letters to show students a variety of models. Teachers could create a "Workplace Information Centre" in the class containing these materials. A bulletin board display could be used to advertise the centre.
- Business periodicals, trade journals, and newspapers often contain feature articles on career trends and issues in the workplace, such as the impact of technology. *The Toronto Star* publishes a series on Saturdays entitled, "Career Monitor" which addresses topics of interest to adolescents. These articles are suitable for ESLCO students.
- *Write Source 2000*, a writing handbook in the Nelson English series, is a very user-friendly text for ESLCO students. The sections entitled, "Workplace Writing" (pp.237-259), "Searching for Information" (pp.261-281), "Improving Your Vocabulary" (pp.323-339) and the "Proofreader's Guide (pp.386-457) provide excellent models and teaching strategies.
- If there is a career centre in the community, teachers should make arrangements for an excursion as these organizations have extensive computer databases. Students need to visit such centres in order to know what the community offers.
- Members of the Catholic faith community are invaluable resources who could be invited to address the students on ethics in the workplace, especially for Activity 3 - Catholic Values At Work.
- Students should use the following key visuals throughout the unit: What Are the Gospel Values (see Appendix A), Career Clusters (see Appendix K) and Learning Strategies (see Appendix T).
- All new vocabulary should be recorded on one of the two graphic organizers: Vocabulary (see Appendix C) or Wordsmithing Log (see Appendix V).

Prior Knowledge Required

- requisite skills of ESLBO
- some familiarity with career education opportunities
- some familiarity with the vocabulary related to career education
- reading strategies for informational texts
- research skills
- some familiarity with the format and layout of a newspaper acquired in ESLBO

Teaching/Learning Strategies

- scaffolding
- co-operative learning
- role-playing
- graphic organizers
- think-alouds
- Internet search
- performances
- case studies
- video clips
- interviews
- brainstorming
- modeling
- conferencing
- reciprocal teaching

Assessment and Evaluation

- learning logs
- mock interviews
- portfolio
- self-assessment
- peer assessment
- role-playing
- anecdotal records
- checklists
- graphic organizers
- student-teacher conferences
- ChecBric
- rubric

Resources

Print

Bates, S. *Amazing 2: News, Interviews, and Conversations.* Toronto: Prentice Hall Allyn & Bacon, 1999. ISBN 0-13-082271-X

Berish, L., DeRosa Thibaudeau, and M. Wilson. *Grammar Connections 3.* Scarborough, Ontario: Prentice Hall Regents Canada, 1996. ISBN 0-13-333304-3

The Career and Life Planning Portfolio. Junior Achievement of Toronto & York Region, 1999.

Chamot Uhl, A., et al. *The Learning Strategies Handbook.* White Plains, NY: Addison Wesley Longman, 1999. ISBN 0-201-38548-1

The Conference Board of Canada. *Employability Skills Profile.*1994.

ELLIS: English Language Learning and Instruction System. Senior Mastery Learner Response Book. CALI Inc., 1997.

Feather, F. *120 Best Careers to 2005.* Toronto: Warwick Publishing, 1996.

Gaetz, L. *Before Brass Tacks: Basic Skills in English.* Toronto: Prentice Hall Allyn & Bacon Canada, 1999. ISBN 0-13-081823-2

Gaetz, L. *Brass Ring 2: English For Career-Related Communication.* Toronto: Prentice Hall Allyn & Bacon Canada, 1999. ISBN 0-13-081824-0

Gaetz, L. *Brass Ring 2: English For Career-Related Communication.* Instructor's Resource Manual. Toronto: Prentice Hall Allyn & Bacon Canada, 1999. ISBN 0-13-083845-4

Hollett, V. *Business Opportunities.* London: Oxford University Press, 1994. ISBN 0-19-452028-5

Lewin, L. and B.J Shoemaker. *Great Performances: Creating Classroom-Based Assessment Tasks.* Alexandria, VA: Association for Supervision and Curriculum Development, 1998. ISBN 0-87120-339-1

Misener, J. and S. Butler. *Expanding Your Horizons.* Second Edition. Toronto: McGraw-Hill Ryerson Limited, 1999. ISBN 007552866-5

Misener, J. and S. Butler. *Expanding Your Horizons: Career Development Guide.* Teacher's Resource. Toronto: McGraw-Hill Ryerson, 1999. ISBN 0-07-552867-3

Pre-placement and Integration Curriculum Resource - Community Based Learning (binder). Toronto Catholic District School Board and Toronto District School Board in partnership with the Ministry of Education and Training, 1999.

Sebranek, P., V. Meyer, and D. Kemper. *School To Work: A Student Handbook.* Boston, MA: Great Source Education Group, 1996. ISBN 0-669-40873-5

Sebranek, P., V.Meyer, and D. Kemper. *Write Source 2000: A Student Handbook.* Canadian Edition. Toronto: ITP Nelson, 1999. ISBN 0-17-6187006

Shapiro, N. and J. Goldstein Adelson. *The Oxford Picture Dictionary.* Canadian Edition. Toronto: Oxford Universiy Press, 1999. ISBN 0-19-435270-6

Sperling, D. *Internetactivity Workbook.* Toronto: Prentice Hall Allyn & Bacon Canada, 1999. ISBN 013-010325X

Sperling, D. *Internet Guide.* Second edition. Toronto: Prentice Hall Allyn & Bacon Canada, 1999. ISBN 013-9180532

Tourism: Making a Commitment. (binder) Toronto Catholic District School Board and Toronto District School Board in partnership with the Ministry of Education and Training, 1998.

Videos

Gaetz, L. *Brass Ring 2: English For Career-Related Communication.* Toronto: Prentice Hall Allyn & Bacon Canada, 1999. ISBN 0-13-085055-1

Street, David. *Modern Workplace Realities.* Stoney Creek, ON: Rogers Cable, 1995.

More Than A Job. TV Ontario, Box 20, Station Q, Toronto, M4T 2T1

Computer

Career Cruising. CD-ROM.

Azar Interactive. CD-ROM

Focus on Grammar. CD-ROM

Tensebusters. CD-ROM

ELLIS. CD-ROM

The Rosetta Stone. CD-ROM

Web Sites

Junior Achievement of Toronto & York Region
http://www.jatoronto.org

Career Mosaic
http://www.canada.careermosaic.com

Dave's ESL Café
http://www.eslcafe.com

Mazemaster
http://www.mazemaster.ca

Tips on Résumé Writing, Interview Skills and Job Hunting Techniques
http://www.montana.edu/~wwwcp/tips.html

Writing a Résumé
http://www.lib.bcit.bc.ca/WrRe.htm

Self-Study Quizzes for ESL Students.
http://www.aitech.ac.jp/~iteslj/quizzes

Church Documents

On Human Work. Laborem Exercens. Pope John Paul II. Encyclical on Work. September 14, 1981. Available from Pauline Books &Media, 3022 Dufferin Street, Toronto, ON M6B 3T5 1-800-668-2078 or www.pauline.org

Bible

Activity 1: What Do You Need To Succeed?

Time: 225 minutes

Description

What are employers looking for in an employee? Through an analysis of the Employability Skills Profile created by The Conference Board of Canada, students identify the critical skills required of the Canadian workforce: academic, personal management, and teamwork. They reflect on the skills that they have developed in school, through a variety of life experiences outside school and the moral and ethical values learned at home and church. Students demonstrate their understanding of these concepts by creating a poster entitled, "Do You Have What It Takes?" The language focus addressed in this activity is the use of the future tense. The vocabulary focus is business terms and expressions.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, g, i, 2c, e, 3e, 4e, 5b, h,7j .
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, .02, .03, .04, CREV.02, .03, .04, CWRV.01, .03, .04, CSCV.02.
Specific Expectations: COR1.01, .03❖, .04❖, .05❖, .06, 2.01, .02, 3.03, 4.01❖, .02❖, .03, .04❖, CRE2.01, .02, 3.01❖, .02, .03, 4.01❖, .02❖, .03, CWR1.01, 2.05, 3.01, .02, .04, .05, .06, .07, .08❖, CSC1.04, 2.02, .03, .04, .05, .06.

Planning Notes

- An excellent resource for this activity is *Expanding Your Horizons*, Chapter 4: "Developing Your Employability Skills", (pp.74-91 in the student book) and (pp.54-61 in the Teacher's Resource).
- Teachers contact The Conference Board of Canada to obtain individual copies of the Employability Skills Profile for the students. The address is 255 Smyth Road, Ottawa, Ontario K1H 8M7, (613) 526-3280 or fax (613) 526-4857.
- The Career and Life Planning Portfolio, available from Junior Achievement of Toronto & York Region, contains several reflection sheets that address the theme of this activity: "My Personal Profile", "Skills for Success", "Employability Skills Intermediate" and "Employability Skills - Personal and Social Responsibility" (http://www.jatoronto.org).

- Teachers make arrangements to invite a guest speaker from the human resources department or from an organization, such as Junior Achievement, to discuss the generic skills, attitudes, behaviours, and values that employers look for in new recruits.
- If there is no branch of Junior Achievement in the community, teachers should contact a member of the Catholic business community and invite this individual to prepare a presentation suitable for ESLCO students which outlines the foundation skills necessary for employability in the 21st century.
- Teachers supply magazines, scissors, glue, markers and paper for the posters to be created by the students.
- Teachers collect articles from newspapers and magazines that address employability skills and use these resources as a catalyst for dialogue and action.
- The web site Mazemaster (http://www.mazemaster.ca) is an excellent source of career education opportunities.
- Teachers consult the guidance department in the school to obtain additional career education materials. A school guidance counsellor could be invited to make a presentation to the class outlining the correlation between the skills learned in school and the skills required for success in the workplace.
- Videotapes, showcasing some typical workplace settings, could be shown to help the students visualize what is expected of an employee in different workplace environments. Teachers could contact the Alpha Centre, 20 Park Road, Toronto, M4W 2N1. (416) 975-1351.
- Students who hold part-time jobs or have participated in a co-operative education placement or job shadowing should be encouraged to share their experiences.
- *The Oxford Picture Dictionary*, Canadian Edition is an outstanding resource for this activity as it contains a section entitled "Jobs and Occupations" (pp.136-151).

Prior Knowledge Required

- some familiarity with the vocabulary related to career education
- requisite skills of ESLBO
- some familiarity with the visual features of text (e.g., headings, boldface, columns)

Teaching/Learning Strategies

1. Teachers divide the class into groups of four and distribute to each group two cards that contain the name of an occupation and a job description. Students are instructed to examine each of the occupations listed and to imagine themselves as employers recruiting candidates to fill each of these entry level positions. They are asked to complete this sentence stem: As a Canadian employer, I need a person who can....
2. One member of the group writes the sentence stem as a heading on a piece of chart paper and records the responses of his/her peers.
3. While the students share some of their responses with the class, teachers record this information on an overhead transparency or the chalkboard.
4. Teachers lead a discussion with the students asking them to categorize the responses using these three headings: academic skills, personal management skills and teamwork skills.
5. Teachers distribute a copy of the Employability Skills Profile and instruct the students to scan the profile, locating and highlighting each of the three skill categories (e.g. the boldface headings at the top of each column of print) using one highlighter colour.
6. Teachers direct the students to locate the definition of each skill classification and to highlight it using a different colour.
7. Students locate the sentence stem common to all skill categories and highlight it using a thirdcolour of highlighter.

8. Students are now instructed to scan each column of information looking for the sub-headings that appear in boldface. They highlight these sub-organizers using the same colour of highlighter used for the headings.
9. Now that students have a sense about how the profile is formatted, teachers should instruct the students to read the entire document.
10. In small groups, students compare their list of generic skills with the Employability Skills Profile.
11. If teachers have obtained the Junior Achievement *Career and Life Planning Portfolio*, students could be asked to complete the following information gathering tools: "My Personal Profile", "Skills for Success", "Employability Skills Intermediate" and "Employability Skills - Personal and Social Responsibility".
12. Students should be able to develop a T-chart using the following headings: What the Employer Needs and What I Have To Offer.
13. If teachers have a copy of *Expanding Your Horizons*, Teacher's Resource, they can photocopy the "Employability Skills Web" (Blackline Master 32 on p.180) and have the students work in pairs to complete this graphic organizer.
14. Teachers direct students to write a journal entry forecasting their future careers and lifestyles.
15. Teachers instruct students to complete a Learning Log (see Appendix H) which can be included in the ESLCO course portfolio.
16. Teachers present the poster project by leading a discussion about the expectations for the assignment. Students are asked to create a "Do You Have What It Takes?" poster, illustrating the three categories of employability skills. The poster can be designed using software, magazines or any other suitable media.
17. Teachers provide models of posters reflecting the four levels on the Achievement Chart in the ESL/ELD policy document. Teachers should adapt the "Rubric for Assessing a Collage"(see Appendix 1.1) and use it to evaluate the poster "Do You Have What It Takes?".
18. The posters are assessed by both the teacher and peers.

Assessment/Evaluation

1. Formative assessment - participation- adapt Checklist for Assessing Group Work (Appendix 1.5)
2. Summative assessment - poster- adapt Rubric for Assessing a Collage (Appendix 1.1)
3. Peer assessment - poster- use adapted version of Rubric for Assessing a Collage (Appendix 1.1)
4. Formative assessment - Learning Log (see Appendix H)

Accommodations

- Students may need to use dictionaries and first languages to understand new vocabulary or to clarify terms or concepts introduced in this lesson.
- Some students may require more assistance completing the Employability Skills - Intermediate questionnaire.
- The section of *The Oxford Picture Dictionary* called "Jobs and Occupations" is an invaluable resource for students who do not understand the career terms introduced in this lesson.
- Students should use their vocabulary graphic organizers to record new words. Students should be encouraged to use strategies to learn new words (e.g. the use of cognates or "word twins").

Resources

The Career and Life Planning Portfolio. Junior Achievement of Toronto & York Region.

Employability Skills Profile. The Conference Board of Canada, 1994.

Misener, J. and S. Butler. *Expanding Your Horizons.* Second edition. Toronto: McGraw-Hill Ryerson, 1999.

Pre-placement and Integration Curriculum Resource - Community Based Learning Binder. Toronto Catholic District School Board and Toronto District School Board, 1999.

Videotape

Street, David. *Modern Workplace Realities.* Stoney Creek, ON: Rogers Cable, 1995.

Web Sites

Mazemaster
http://www.mazemaster.ca

Junior achievement
http://www.jatoronto.org

Appendices

Appendix H - Learning Log
Appendix 1.1 - Rubric for Assessing a Collage

Activity 2: The Times They Are A Changing!

Time: 225 minutes

Description

What are the best career paths for the new millennium? Students of the 21st century must be able to adapt to changes in the workplace. In this activity, students become familiar with scriptural texts that address work and analyse informational texts to describe career trends and to predict job prospects. They use common words and expressions for discussing how probable or likely events are in the future. Students explore the concept of job obsolescence and attempt to identify the causes and effects. They demonstrate their understanding by creating an occupational outlook leaflet entitled, "Did You Know That…?" and composing a business letter. The language foci in this activity are: the use of future time, modals, adjectives and adverbs used to describe changing trends and the language structures used to explain causes and describe results. Vocabulary related to the theme of job futures is addressed through the use of graphic organizers.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1g, i, 2c, e, 3b, c, e, 4b, c, d, 5b, d.
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, .02, .03, .04, CREV.02, .03, .04, CWRV.01, .03, .04, CSCV.02.
Specific Expectations: COR1.03, .04❖, .05❖, 2.01, .02❖, .03, 4.01❖, .04, CRE2.01❖, .02❖, 3.01, .02, .03❖, 4.01❖, .02❖, .03, CWR1.04❖, 2.01❖, .02❖, .03❖, .04❖, 3.01❖, .02, .04, .05, .06, .07, .08, CSC1.04❖, 2.04❖, .05❖, .06.

Planning Notes

- In preparation for this activity, teachers should collect objects that are now considered "obsolete" (realia) in order to introduce the concept of job obsolescence (e.g., a Beta VCR, a manual typewriter).
- Frank Feather's book called *12O Best Careers to 2005* is an excellent resource as it forecasts occupation trends and outlines the process of change in the Canadian workforce.
- Teachers contact the school guidance department to obtain career education materials.
- Teachers collect business articles from magazines, trade journals, publications from trade unions and professional associations, and newspapers (e.g., "Career Monitor" is a series that appears in the career section of *The Toronto Star* every weekend).
- Teachers invite a person in a position of responsibility in the human resources department of a company to deliver a presentation on the impact of technology in the workplace and future job opportunities.
- Teachers could invite a retired employee or an individual who has been in the workforce for more than ten years to discuss how this individual's job has changed over the last five, ten or fifteen years.
- Teachers collect many samples of leaflets and review the format and layout of each informational brochure, the use of graphics and visual features of text used for emphasis. Companies or organizations, such as Junior Achievement or career centres, are usually pleased to distribute literature to the schools free of charge.
- Teachers should contact public libraries, career centres, The Conference Board of Canada or local businesses to obtain videotapes about changes in the workplace.
- Students should be encouraged to reflect on their learning by referring to their key visual, Learning Strategies (see Appendix T).
- Students should be encouraged to use a variety of strategies to master new vocabulary. They should use their graphic organizers to record new words (see Appendix C - Vocabulary and Appendix V - Wordsmithing Log).

Prior Knowledge Required

- some familiarity with the layout and format of the "Employability Skills Leaflet" acquired in Unit 4, Activity 1
- requisite reading and writing skills of ESLBO
- some familiarity with reading charts, graphs, tables
- some familiarity with the Learning Strategies key visual (see Appendix T)

Teaching/Learning Strategies

1. Teachers divide the class into small groups and distribute chart paper and markers to each group.
2. One member of the group writes the following reflective stem at the top of the chart: Work is.... Students discuss the sentence stem and complete it by recording their responses.
3. Teachers choose a reading from scripture that addresses the theme of work (e.g., Genesis 1:1-2:4, Job 37:14, John 10:25, Proverbs 16:3). After reading aloud one or more of these scriptural passages, pose focus questions: Why work?, What is the difference between 'work' and a 'job'? How does a vocation differ from a job? Teachers and students discuss as the teacher record the students' responses on the chalkboard.
4. Teachers encourage students to reflect on their learning in Unit 2: Career Exploration. The key visual Career Clusters (see Appendix K) should be referenced. Teachers draw students' attention to the heart of the graphic organizer - the word "vocation" which is strategically placed in the centre of the career clusters. Teachers encourage students to reflect on the scriptural meaning of work.

5. Teachers show students an obsolete object, such as a button hook, a manual typewriter, a table model hair dryer with a bonnet, a transistor radio or a Beta VCR. Ask the students to identify the object and state its use. Teachers should introduce the terms "obsolete" (adj.) and obsolescence (n.) and elicit their meanings from the students. These new terms should be recorded on the Wordsmithing graphic organizer (see Appendix V).
6. Teachers introduce the concept of "trends" by having the students describe their favourite kind of music, clothing, athletic footwear, junk food, or car.
7. Teachers compile a list of declining careers and emerging careers using Frank Feather's book entitled *120 Best Careers to 2005.*
8. Teachers pose focus questions based on the data presented: Why is a stenographer/typist no longer in demand in the job market? Why are computer programmers in such great demand? Using a cause and effect graphic organizer, such as The Fishbone (see MET Curriculum Planner CD-ROM- Visual Tools Database for the template), have the students work in pairs to analyse the "job futures" data.
9. Teachers lead a discussion and introduce Feather's terms: "sunrise" and "sunset" careers through the use of a T-chart called Keys to Tomorrow's Careers. Have students record the career data on the organizer.
10. Teachers ask students to identify one career that they would like to learn more about. Collaboratively, teachers and students brainstorm possible sources of information about this career field, especially the probability of future job opportunities in this field of work.
11. Teachers instruct the students to write a business letter that will be sent to the human resources department of a firm or to a journalist, such as Janis Foord Kirk who answers career related questions in her column in *The Toronto Star*, or to a person in a position of responsibility in a trade union or professional association.
12. Teachers model the format of a business letter by preparing several samples on transparencies. Through questioning, teachers elicit from the students the features of this type of correspondence. The *Write Source 2000* handbook has a very comprehensive section on writing in the workplace (pp.238-259). Some students may prefer to e-mail or fax their correspondence. Teachers introduce/review the formats and procedures for these contemporary forms of communication in the workplace. Teachers encourage students to use business letter templates found in most software programs.
13. After students have completed the first drafts of their business letters, they participate in a peer editing session. Students should use an editing checklist. This writing tool could be compiled collaboratively.
14. Teachers make arrangements to book the computer lab so that the students can word process their correspondence if computers are not available in the ESL classroom.
15. Students are responsible for mailing their business letters. When they receive a response to their correspondence, they are encouraged to share it with their peers, as this type of information would be of interest to the class. This group sharing allows the students to see a model of correspondence from the real world and it helps them to understand the rationale for the assignment.
16. To demonstrate their understanding of the concepts introduced in this activity, students are asked to design a leaflet/pamphlet, entitled Did You Know That…? This brochure presents information gleaned from a variety of sources: the Internet, print resources, CD-ROMs, videotapes, newspapers and career publications. Students must address the following topics in their pamphlets: description of the career/occupation, educational requirements, job prospects and any other pertinent data which would enhance the appeal of the document. The objective for the student is to create a pamphlet that informs the target audience (e.g., adolescents) and also piques their interest by providing interesting facts or tips about how to prepare for a changing workplace.

17. Teachers/students create a bulletin board display using the pamphlets. These leaflets could be reproduced and distributed through the library resource centre or the guidance department.
18. Students complete a learning log (see Appendix H), which can be included in their ESLCO course portfolio.

Assessment/Evaluation

1. Summative assessment - the business letter - create a checklist, rubric or ChecBric
2. Summative assessment - leaflet - adapt Rubric for Assessing a Collage (Appendix1.1)
3. Formative assessment - Learning Log (Appendix H)
4. Formative assessment - informal observation of student participation in discussions- anecdotal comments

Accommodations

- Some students may have difficulty grasping the concepts of "trends" and "obsolescence". Consequently, they may require the use of first languages to clarify these terms. It may also be necessary to use more examples of realia. Some students may not be familiar with outdated electronic equipment. Teachers should select the realia taking into consideration the cultural background and age of the students.
- The writing of a business letter might be a new experience for some students as they may not have been instructed about the types of workplace writing. Some students may lack the computer literacy skills to do word processing. If this is the case, a peer mentor could type the written document or the document could be tape recorded until the student's computer skills improve.
- Some students may be unfamiliar with e-mail and fax. Teachers need to introduce these forms of communication in the contemporary workplace and demonstrate the procedures to execute these electronic functions successfully.
- Some students may not grasp the concept of waxing and waning careers. Teachers could use icons to consolidate the terms "sunrise" and "sunset" careers.
- Some students may require additional support to follow the prompts of the "Word Wizard" to compose their business letter using the software template. It may be necessary to pair these students with a mentor.

Resources

Bates, S. *Amazing 2: News, Interviews and Conversations*. Toronto: Prentice Hall Allyn & Bacon, 1999. ISBN 0-13-082271-X

Hollett, V. *Business Opportunities*. Oxford: Oxford University Press, 1994. ISBN 0-19452028-5

Misener, J. and S. Butler. *Expanding Your Horizons. Career Development Guide*. Second Edition. Toronto: McGraw-Hill Ryerson, 1999. ISBN 0075528665

Sebranek, P., D. Kemper, and V. Meyer. *Write Source 2000*. Toronto: ITP Nelson, 1999. ISBN 0-17-618700-6

Shapiro, N. and J. Goldstein Adelson. *The Oxford Picture Dictionary*. Canadian Edition. Toronto: Oxford University Press, 1999. ISBN 0-19-435270-6

Appendices

Appendix H - Learning Log
Appendix T - Learning Strategies Key Visual
Appendix 1.1 - Rubric for Assessing a Collage

Activity 3: Catholic Values At Work

Time: 225 minutes

Description

How ethical are you? In this activity, students reflect on this focus question and examine their values by participating in role-playing situations about issues in the workplace (e.g., confidentiality, safety, software piracy, fraud, sexual harassment). Students use the key visual What Are the Gospel Values - Guiding Principles of a Christian Way of Life to identify the responsibilities of an ethical worker. They discuss the issues and express an opinion about how they would act in each of the scenarios presented. The language structures addressed in this activity are: expressing personal opinions, agreements and disagreements. Conversation gambits used to articulate counter-arguments and reservations will be introduced during the activity. Vocabulary related to the theme is recorded using graphic organizers.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 3c, d, 4a, c, e, f, g, 5a, b, d, e.
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, .02, .03, .04, CREV.02, .03, .04, CWRV.01, .02, .03, .04, CSCV.02.
Specific Expectations: COR1.01❖, .02, .03, .04❖, .05❖, 2.01, .02, 3.01, .02, .03, 4.01, .03, .04, CRE1.04, 2.01, .02, 3.01, .02, .03, 4.01, .02, .03, CWR1.01, .02❖, .03, .04, 2.01, .02❖, .03❖, .04, .05, 3.01❖, .02❖, .04, .05, .06, .07, .08, CSC1.04, 2.02, .03, .04❖, .05❖, .06.

Planning Notes

- Teachers become familiar with safety issues in the workplace (e.g., WHMIS) in order make students aware of their rights as workers and the steps to be taken if these rights are violated.
- Teachers locate a copy of the mission statement of the school as well as the Board.
- Teachers contact local businesses to obtain print materials that outline their mission statements. The web sites of most firms contain this information.
- Teachers contact members of the religious education department or school chaplaincy team to find out when morality issues are addressed in each grade-specific core religion program. Some of the material in these texts might be relevant in this activity (e.g., *Be With Me*).
- Teachers consider inviting one or more of the following individuals to speak on the theme of Ethics in the Workplace: the school chaplain, the parish priest, a member of a Share Life organization, a parishioner who holds a position of responsibility in a company, the school secretary, or the principal. Teachers should take into consideration the importance of inviting people who represent a variety of workplace settings, as well as diverse racial and cultural backgrounds. Each speaker should address how an employee must consider how his/her personal values and belief systems fit with those of his/her employer and what to do when these two sets of values clash.
- Teachers locate chart paper, post-it notes, masking tape, and markers for this activity.
- In preparation for this activity, teachers prepare "Ethics in Action" (EIA) role-playing cards that illustrate workplace issues. The text *Expanding Your Horizons* has an excellent chapter on "Ethics in the Workplace" (see Chapter 14, pp.253-269) and the accompanying Teacher' s Resource (pp.130-136).
- Teachers collect articles from business magazines, newspapers and trade journals that could be used to raise students' awareness of ethical issues in the workplace.
- Teachers consult members of the religious education, guidance, and business departments for assistance in identifying moral dilemmas that students may confront as adolescents in their part-time employment or as adults in their full-time careers.
- Teachers prepare a set of coloured cards containing the following gambits that express disagreement: I disagree, I don't see it that way, I'm not sure I agree with that, I wish I could agree with you but…,

- Teachers prepare a second set of different coloured cards containing the following gambits that express reservation: That's true but..., Yes, but don't forget, Yes, but..., I would agree, but....
- Teachers prepare a third set of different coloured cards containing the following gambits that express counter-arguments: Even if that is so..., That may be true, but..., On the contrary..., and That may be, but....
- Teachers try to locate videotapes that present ethics in the workplace (e.g., *Work Experience Accountability*. School to Work Video Series. Fort Erie, ON: The School Company).

Prior Knowledge Required

- the ability to express an opinion in group discussions
- reading and writing skills acquired in ESLBO
- some familiarity with the organization of the workplace and the vocabulary related to this environment

Teaching/Learning Strategies

1. To introduce the theme of ethics in the workplace, teachers present a moral dilemma to the class which describes a situation that would be quite common in a secondary school and pose a focus question (e.g., a student asks to borrow your computer disk containing an assignment in order to verify some information. The student copies your disk and submits the assignment claiming ownership of the original document. What should you do?).
2. Teachers lead a discussion with the students, eliciting their responses to the focus question and recording them on the board. Teachers need to introduce the term "ethics" and its derivatives (e.g., ethical, unethical, ethically and unethically). Teachers encourage students to suggest synonyms for the word "ethics". Teachers point out the difference between the words "ethic" and "ethics". Students should be introduced to the expression "work ethic" as this concept may come up during discussion.
3. Teachers activate students' prior knowledge about workplace issues by asking them to reflect on this focus question: What do you think employers expect of their employees?
4. Teachers record the students' responses on the board or an overhead transparency.
5. Collaboratively, teachers and students prioritize the list of responses using a graphic organizer called a ranking ladder. The most important expectation of the employer is listed at the top of the ladder and the least important expectation at the bottom. The MET Curriculum Planner has a template for this graphic organizer.
6. Teachers ask the students to reflect on their part-time jobs and to identify situations that they deem to be unethical. Caution students not to mention the names of businesses, employers, and employees in their responses.
7. Teachers record some of the examples and use this information to generate a discussion about What's right? and What's wrong?.
8. Teachers brainstorm with students a code of ethics for a workplace and record this information on a chart that should be posted in the classroom for future reference.
9. In pairs, students examine the mission statements of their school and local school board and use this information to compose a mission statement for the classroom. Teachers distribute print materials (e.g., pamphlets, brochures, or posters) from a variety of companies: local, provincial, national, and international.
10. Teachers lead a discussion comparing the mission statements of various companies with the mission statements of their school and board. Students use this information to assess workplace ethics in the following scenarios.

11. Teachers divide the class into groups of four and distribute a different "Ethics in Action " card to each group. Each EIA card describes a workplace scenario involving an ethical issue. The last sentence on the EIA card asks: "What would you do?" Each group also receives colour-coded conversation gambit cards containing sentence stems used to express opinions, agreements, reservations, and disagreements. Students are given chart paper and markers to record their responses.
12. Teachers instruct students to use their key visual "What Are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A) and to refer to the "Code of Ethics in the Workplace" chart that is posted in the classroom.
13. Students post their charts and do a Gallery Walk around the class reading the responses of their peers. They are given post-it notes and encouraged to add their comments to the charts on display. They may also pose questions that seek clarification about what they read as they circulated.
14. After the Gallery Walk, teachers conduct a debriefing session with the students.
15. In preparation for the role-playing activity, teachers could consult *Brass Ring 2* for some sample role-playing scenarios. Teachers may wish to use these situations to have students practise speaking spontaneously about an issue related to the workplace (see *Brass Ring*, Chapter 1 - "Jobs", pp.4-5). These situations are not value laden.
16. Students remain in their groups and teachers assign a role-playing task to each group. The description of the workplace setting and the situation involving an "ethical issue" are provided for the students on a card. Teachers can create role-playing cards that address some of the following workplace issues: computer piracy, confidentiality, sexual harassment, failing to report honestly hours worked, abusing the company's sick leave allowance, and theft.
17. Teachers review the different types of gambit cards, reminding students of the colour coding system. Each set of colour coded cards represents one type of conversation gambit.
18. Students read their role-playing task card, identify the "ethical issue" and express their opinions.
19. Students must arrive at a consensus about the issue, using their group work participation skills (see Appendix 1.5).
20. Students negotiate their roles and practise their skits.
21. Students perform the scenarios for the class. The performances are graded by both the teacher and their peers according to a rated checklist. Teachers should adapt the Rated Checklist for an Oral Presentation (see Appendix 1.3) and use it to evaluate the dramatic presentation.
22. Students complete a Learning Log (see Appendix H).
23. Students write a journal entry reflecting on how they will uphold their Catholic values in a workplace that may tempt them to abandon what they know is morally right.

Assessment/Evaluation

1. Summative assessment - dramatic performance - adapt Rated Checklist for an Oral Presentation (Appendix 1.3)
2. Formative assessment - Learning Log (Appendix H)
3. Summative assessment - journal entry - Rubric for Assessing Creative Writing (Appendix 1.0)

Accommodations

- Some students may require the use of first languages and dictionaries to clarify terms/concepts introduced in this activity.
- It may be necessary to provide some students with a peer mentor for the role-playing scenarios.
- Some students may need to write out their lines on cue cards to increase their level of confidence.
- Teachers need to be sensitive to the needs of the students who may not feel comfortable acting out certain situations (e.g., a sexual harassment incident). These students should be given the opportunity to devise their own scenario or choose from a bank of role-playing cards compiled by the teacher.

Resources

Gaetz, L. *Brass Ring 2: English for Career Related Communication.* Toronto: Prentice Hall Allyn & Bacon, 1999. ISBN 0-13-081824-0

Ethical Issues Handbook. Ontario Co-operative Education Association, c/o St. Anne's High School, 112050 Arbor St., Tecumseh, ON N8N 1N8, attention Melissa Nantais.

Misener, J. and S. Butler. *Expanding Your Horizons.* Toronto: McGraw-Hill Ryerson, 1999. ISBN007552866-5

Misener, J. and S. Butler. *Expanding Your Horizons.* Teacher's Resource. Toronto: McGraw-Hill Ryerson, 1999. ISBN 0-7552867-3

Appendices

Appendix H - Learning Log
Appendix 1.0 - Rubric for Assessing Creative Writing
Appendix 1.3 - Rated Checklist for an Oral Presentation

Activity 4: The Résumé and Covering Letter

Time: 300 minutes

Description

By examining their own Catholic values, ethics, accomplishments, skills, strengths, weaknesses and experiences, students learn to develop and tailor personal résumés and covering letters. Students learn how to express their various skills, strengths, experiences, and accomplishments in a format so as to market themselves as prospective employees. Through the process of information gathering, students complete the process of writing a résumé and covering letter. The language focus for this activity is the use of action verbs and adjectives related to résumé writing.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1b, c, 3e, f, g, 4b, c, d, h, 6b, d, 7e.
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, CREV.02, CWRV.01, .02, .03, .04, CSCV.02.
Specific Expectations: COR1.01, .03, 2.01, .02, CRE1.04, 2.01, .02, CWR1.04❖, .05❖, 2.01❖, .02❖, .03❖, .04, 3.01❖, .02❖, .04, .05, .06, .07, CSC2.05, .06.

Planning Notes

- In preparation for this activity, teachers could contact Junior Achievement to request a class set of *The Career and Life Planning Portfolio*, a free booklet developed in partnership with Bell and Enbridge Consumers Gas. This booklet guides students through a process of discovering their strengths, talents, accomplishments, and experiences. They set goals and develop a path to the future.
- Prior to this activity, teachers should ask students to gather any job applications from local restaurants and stores to be used during the lesson.
- Teachers should locate models of both covering letters and résumés. Some suggested sources are: *Expanding Your Horizons*, Chapter 7, the *Career and Life Planning Portfolio* and *Brass Ring 2: English for Career Related Communication*, Chapters 2 and 4.
- Teachers should arrange for student use of a computer lab for word processing of the résumés and covering letters if computers are not available in the classroom.

- Teachers may want to begin with a mini-lesson on the use of adjectives and action verbs. (See *Brass Ring 2* - Part 2, Section 3, or any other ESL grammar series.)
- Teachers should design a rated checklist, rubric or a ChecBric to assess the résumé and covering letter.

Prior Knowledge Required

- requisite reading and writing skills acquired in ESLB0
- letter writing skills acquired in Activity 2 of this unit
- skills and knowledge gained in Unit 2 Career Planning
- familiarity with information gathering techniques learned in previous units and activities
- ability to use a word processing program

Teaching/Learning Strategies

Before Writing

1. Teachers ask students to recall the information they gathered in Unit 2 Career Exploration which is to be used later to develop a career goal.
2. Using either an overhead transparency or the board, teachers brainstorm with students the kinds of information which should appear on a résumé using the following headings under which to categorize student responses: Personal Information, Objectives/Goals, Education, Employment, Skills/Achievements, Activities/Interests and References.
3. Brainstorm lists of possible action verbs, such as "achieved", "developed", "demonstrated", "participated", "initiated", and "implemented", to be used when describing past employment and skills. Possible adjectives, such as "creative", "motivated", "enthusiastic", and "trustworthy", can be used to describe personal characteristics or traits.
4. Teachers provide students with models of both covering letters and résumés. Some suggested sources of information and good examples of both chronological résumés and skills résumés are: *Expanding Your Horizons*, Chapter 7, *The Career and Life Planning Portfolio* and *Brass Ring 2: English for Career Related Communication*, Chapters 2 and 4.
5. Teachers draw students' attention to the models provided and to the use of reverse chronological order for listing education and work experiences. Students understand the difference between chronological order and reverse chronological order (beginning with most recent and working backwards).

During Writing

6. Students use the models provided and a software program such as *Microsoft Word*, *Word Perfect* or *Microsoft Publisher* to access the résumé wizard/template to build their own résumé. Students may choose to use either the chronological format or the skills format based on their own employment history.
7. After students have completed a first draft of their résumé, they exchange résumés with a classmate and use a Résumé Checklist to assess each other's work. An excellent Résumé Checklist is reproducible as a blackline master in *Expanding Your Horizons*: Teacher's Resource, p. 187.
8. Teachers may also wish to conference with students using the Résumé Checklist before students begin a final draft of their résumés.
9. Students revise their résumés based on the feedback received on the Résumé Checklist and write a final draft.
10. Using a sample résumé, teachers model how to highlight selected information (e.g., skills, abilities, experiences and personal traits), which will be referred to in the covering letter.

11. Using a sample covering letter, teachers discuss the format. Teachers highlight and categorize the type of information that should appear in specific paragraphs of a good covering letter. Through this modelling, it should be noted that the information usually appears in the following order and paragraphs in a covering letter: the first paragraph contains the purpose for writing, the job being applied for, and where the job was posted; the second paragraph contains information about the applicant's suitability for the job, refers to the résumé, and expresses the applicant's benefit to the prospective employer; and the third paragraph contains an expression of enthusiasm, thanks for attention/ consideration and a request for an interview.
12. Students use a model of a covering letter found in a software program and follow the wizard's prompts to complete the template.
13. Students should exchange covering letters with classmates for peer editing and feedback before completing a final draft.

After Writing

14. Students submit their résumé and covering letter to the teacher for evaluation.

Assessment/Evaluation

1. Peer assessment - résumé (first draft) -create a "Resume Checklist"
2. Summative assessment - résumé and covering letter - create a rated checklist, rubric, or ChecBric

Accommodations

- Some students may require an extended period of time to complete this activity.
- Some students may require simplified models of the résumé and covering letter and may also require assistance sequencing the résumé and covering letter information.

Resources

The Career and Life Planning Portfolio. Junior Achievement of Toronto & York Region, 1999.

Gaetz, L. *Brass Ring 2: English for Career Related Communication.* Toronto: Prentice Hall Allyn & Bacon Canada, 1999.

Misener, J. and S. Butler. *Expanding Your Horizons.* Second Edition. Toronto: McGraw-Hill Ryerson Limited, 1999.

Misener, J. and S. Butler. *Expanding Your Horizons: Career Development Guide.* Teacher's Resource. Toronto: McGraw-Hill Ryerson Limited, 1999.

Web Sites

Writing a Résumé
http://www.lib.bcit.bc.ca/WrRe.htm

Tips on Résumé Writing, Interview Skills and Job Hunting Techniques
http://www.montana.edu/~wwwcp/tips.html

Activity 5: The Job Interview

Time: 300 minutes

Description

Through the use of role-play, students learn how to prepare for and participate in a formal job interview. Students develop their listening, speaking, and body language skills by focusing on the three stages of the interview - the greeting, exchange of information, and the parting. Through a series of brainstorming sessions, students recognize the appropriate behaviours and language to use while participating in a job interview. Students also realize the value of preparedness and practice in developing their interview skills. The language focus for this activity is the development of vocabulary related to interviews as well as verbal and non-verbal communication skills.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, e, 2c, 3c, 4f, g, 5a, b, d.
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, .02, .03, .04, CREV.02 CWRV.01, .04, CSV.02.
Specific Expectations: COR1.01, .02, .03, .04❖, .05, 2.01❖, .02❖, 3.01❖, .02, .03❖, 4.01❖, CRE2.01, .02, 4.02, .03, CWR1.01, .02, 2.01, .03, 3.07, CSC2.04, .05.

Planning Notes

- In preparation for this activity, teachers may wish to approach members of the community, such as business owners and personnel managers to come in as guests to speak on the topic of job interviews, good interview skills, and behaviours. If these people are not available, teachers could approach the school's vice principals and principal as these people are also involved in interview processes.
- Teachers could also approach several other teachers and employees within the school or parish community to assist in participating in mock interviews with students.
- Teachers should ensure that audio/video equipment is available to students for interview practice and review.
- Teachers should obtain a video of mock job interviews to use as a motivational opener and starting point for discussion on positive and negative interview behaviours. The school library or guidance department may have this type of video available. A suggested title is "Job Interviews".
- Teachers should ensure that they have chart paper on which to record class discussion generated interview tips.
- Teachers should create an "Interview Checklist" to evaluate the mock interviews.

Prior Knowledge Required

- familiarity with interview gambits acquired in Unit 2 Career Exploration
- familiarity with interview specific terms, such as previous employment, experience, skills and abilities learned in Activity 4 of this unit
- letter writing skills acquired in Activity 2 of this unit

Teaching/Learning Strategies

1. Teachers introduce new topic specific vocabulary to students, such as "human resources", "personnel department", "salary", "body language", "benefits", and "negotiation".
2. To activate prior knowledge, teachers encourage students who may have had an interview experience to share it with the class. Teachers and students view a video of mock interviews. Students should be instructed to focus on the listening, speaking, and body language skills of the interviewee. If this type of video is unavailable, teachers should locate a series of case studies based on both positive and negative interview behaviours and experiences. A good source for this kind of case study is *Expanding Your Horizons*, Chapter 8.
3. While viewing the video, students make jot notes under the following headings: positive behaviours, negative behaviours. They evaluate these behaviours based on their Catholic values.
4. After viewing the video, teachers and students should brainstorm to complete a T-chart on chart paper for display in the classroom using the following headings: Negative Interview Behaviours and Positive Interview Behaviours. The chart paper and markers should be left available to students so that they may add to the lists as they make new discoveries.
5. Teachers review with students the criteria for effective and appropriate questions.
6. Teachers model for students rephrasing techniques to assist them in clarifying and retaining information.
7. Students formulate appropriate questions for the guest speaker(s) using the information they have already gathered about positive and negative interview behaviours and with the purpose of gathering information about what to expect in the form of behaviour by the interviewer. For example, students may want to know what kinds of questions an interviewer would commonly ask in any interview.
8. Teachers invite a guest speaker or speakers to address the class on the topic of conducting and participating in a positive job interview.
9. Students pose their prepared questions and record jot notes using the Research Graphic Organizer (see Appendix O).
10. Following the presentation(s) from the guest speaker(s), students individually prepare an interview cue card using their résumé and covering letter developed in Activity 3 of this unit. Students summarize the information in point form under the following headings: career goal, skills, experience, education, personal strengths, and accomplishments. This cue card is used during the information-gathering stage of the interview.
11. Using the video of mock interviews, teachers review with students the three stages: the greeting, exchange of information and the parting. Teachers focus students' attention on the importance of all three skills (listening, speaking, and body language) during each stage of the interview.
12. Students practise with a partner each stage of the interview process by role-playing, exchanging roles as the interviewer, and the interviewee.
13. After students have had an appropriate amount of time to practise, they should either videotape themselves in the role of the interviewee or interviewer.
14. After the videotaping, students conduct a peer assessment of each group member's mock interview video using an Interview Checklist. An excellent Interview Checklist is reproducible in blackline master form in *Expanding Your Horizons* - Teacher's Resource, p.189.
15. Students practise their interview skills with a partner incorporating the feedback and suggestions made by their peers.
16. Teachers invite members of the school and parish community to conduct mock interviews with the students. Teachers provide the guest interviewers with a set of interview questions. A suggested source of interview questions is *Expanding Your Horizons*, p.157.

17. Students participate in a mock interview with one of the guest interviewers and are evaluated by that guest interviewer using an Interview Checklist.
18. Collaboratively, teachers and students compose a follow-up letter thanking the guest interviewers for their time and the opportunity to practise their interviewing skills.

Assessment and Evaluation

1. Formative assessment - participation - anecdotal comments
2. Summative assessment - mock interview - create "Interview Checklist"

Accommodations

- Some students may require peer partnering to work on their verbal and non-verbal communication skills.
- Some students may need to use cue cards during their mock interview.
- Some students may be intimidated by participating in a live mock interview and may prefer to submit a video of their mock interview conducted at home with a friend or family member.

Resources

The Career and Life Planning Portfolio. Junior Achievement of Toronto & York Region, 1999.

Misener, J. and S. Butler. *Expanding Your Horizons.* Second Edition. Toronto: McGraw-Hill Ryerson Limited, 1999.

Misener, J. and S. Butler. *Expanding Your Horizons: Career Development Guide.* Teacher's Resource. Toronto: McGraw-Hill Ryerson Limited, 1999.

Web Site

Tips on Résumé Writing, Interview Skills and Job Hunting Techniques
http://www.montana.edu/~wwwcp/tips.html

Videotape

Job Interview. National Film Board, 1995.

Appendices

Appendix O - Research graphic organizer

Activity 6: Future Workplace Information Fair

Time: 300 minutes

Description

Through participation in a Future Workplace Information Fair, students compile the information they have gathered and demonstrate the knowledge they have gained from previous activities in this unit. Students achieve this by individually presenting their information on how to prepare for success in the workplace in the format of a three panel display board using the following headings: Preparing for the Future, Employability Skills, and Our Catholic Values at Work. Using attractive lettering for the title and headings, as well as short written explanations, they arrange drawings, pictures, and graphs into an aesthetically appealing display intended to elicit a communicative dialogue from those who attend the Future Workplace Information Fair. Students reflect on the effectiveness of the fair by completing a journal entry.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1a, c, e, 2b, e, 3e, 4e, 4g, 5b, 7j.
Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: CORV.01, .02, .03, .04, CREV.03, .04, CWRV.01, CSCV.02.
Specific Expectations: COR1.01, .04❖, .05, .06❖, .07, 2.01, .02, 3.01❖, .02, 4.01, CRE1.04, 2.01, .02, 3.01❖, 4.01❖, CWR1.01❖, .03❖, 2.01, .02❖, .03, .04, .05, 3.01, .02❖, .03, .07, CSC1.04, 2.05❖.

Planning Notes

- Teachers should provide students with a model display board. Some good sources for this kind of model, as well as for resources, could be your school's Art, Science, and/or Tech departments.
- Teachers should provide students with a set of written guidelines to assist them in the design of their display.
- Teachers should arrange for the use of any audio/visual equipment required by the students.
- Teachers should arrange the time, place, and audience for the Future Workplace Information Fair.
- Teachers could design and provide a passport to be used by guests who would record anecdotally their responses to the displays at the Future Workplace Information Fair.

Prior Knowledge Required

- some familiarity with the elements of visual production
- some familiarity with concepts and terms introduced in the unit

Teaching/Learning Strategies

Before the Future Workplace Information Fair

1. Brainstorm with students, items which could be included on an effective display board including activities students completed throughout this unit, such as their résumé, covering letter, interview video, completed information gathering sheets, reflections and business letters.
2. Teachers model an effective display and make suggestions pertaining to layout and balance. An excellent resource for designing a three-panel display board can be found in *ResourceLines 9/10*.
3. Teachers provide students with a checklist of required/compulsory items to be included on the display board. This list should be generated based on the previous brainstorming session.
4. In collaboration with the teacher, students formulate an action plan including deadlines to be followed in the completion of their display boards.
5. Students assemble material on their display boards using the checklist of required/compulsory items as a guide.
6. Collaboratively, teachers and students plan the physical environment for the displays.

During Future Workplace Information Fair

7. Students present their display boards at the Future Workplace Information Fair.
8. Students interact with their audience using appropriate registers (social/cultural competence skills).
9. Teachers visit and evaluate each display. An excellent Teacher Evaluation of a Presentation comment sheet can be found and reproduced in its blackline master format in *Expanding Your Horizons* - Teacher's Resource, p. 152 or teachers could modify the Rubric for Assessing a Collage (see Appendix 1.1).
10. Guests could also be asked to evaluate student displays.

After the Future Workplace Information Fair

11. Students write a journal entry reflecting on the experience of the Future Workplace Information Fair. This could be included in students' ESLCO course portfolio.

Assessment/Evaluation

1. Summative assessment - reflective journal entry - adapt Rubric for Assessing Creative Writing (Appendix 1.0)
2. Formative assessment - participation - anecdotal comments
3. Summative assessment - Future Workplace Information Fair - adapt Rated Checklist for Assessing an Oral Presentation (Appendix 1.3) to evaluate the presentation and adapt Rubric for Assessing a Collage (Appendix 1.1) to evaluate the display board

Accommodations

- Some students may require an extended amount of time to complete this culminating activity and would therefore present their display at a later time perhaps using the class as an audience.
- Some students may find it difficult to complete this activity on their own and could be paired with another student.
- Some students may require extra teacher assistance in designing the layout of their displays.

Resources

The Career and Life Planning Portfolio. Junior Achievement of Toronto & York Region, 1999.

Kedeves Barlow, A. et al. *Resource Lines 9*. Scarborough, ON: Prentice Hall, 1999.

Misener, J. and S. Butler. *Expanding Your Horizons*. Second Edition. Toronto: McGraw-Hill Ryerson Limited, 1999.

Misener, J. and S. Butler. *Expanding Your Horizons: Career Development Guide*. Teacher's Resource. Toronto: McGraw-Hill Ryerson Limited, 1999.

Appendices

Appendix 1.0 - Rubric for assessing creative writing

Appendix 1.0

ESLCO: Rubric for Assessing Creative Writing

Name:__ Evaluated by: Teacher_____ Self___ Peer___ Date:

Criteria	Level 1	Level 2	Level 3	Level 4
Word Choice	• limited use of expressive vocabulary	• some use of expressive vocabulary	• considerable use of expressive vocabulary	• extensive use of expressive vocabulary
Voice	• conveys limited sense of identity, authenticity	• conveys some sense of identity, authenticity	• conveys considerable sense of identity, authenticity	• extensive sense of identity, authenticity
Idea Development	• limited clarity of main idea • limited related details	• some clarity of main idea some related details	• considerable clarity of main idea	• extensive clarity of main idea
Organization	• limited sense of direction or purpose conveyed through introduction • limited use of transitions • limited sense of closure	• some sense of direction or purpose conveyed through introduction • some use of transitions • some sense of closure	• considerable sense of direction or purpose conveyed through introduction • considerable use of transitions • considerable use of connectives	• extensive sense of direction or purpose conveyed through introduction • extensive use of transitions • extensive sense of closure
Sentence Fluency	• limited variation in sentence structures • limited use of connectives	• some variation in sentence structures • some use of connectives	• considerable variation in sentence structures • considerable use of connectives	• extensive variation in sentence structures • extensive use of connectives
Conventions	• limited control over a wide range of standard conventions	• some control over a wide range of standard conventions	• considerable control over a wide range of standard conventions	• extensive control over a wide range of standard conventions
Applying the Writing Process	• limited evidence of the steps in the writing process	• some evidence of the steps in the writing process	• considerable evidence of the steps in the writing process	• extensive evidence of the steps in the writing process

ESLCO: Rubric for Assessing a Collage

Name:

Evaluated by: **Teacher** **Self** **Peer** **Date:**

Category	Level 1	Level 2	Level 3	Level 4
Presentation	• limited visual appeal • limited awareness of elements of design (e.g., colour, balance, use of space) • limited creativity	• some visual appeal • some awareness of elements of design (e.g., colour, balance, use of space) • some creativity	• considerable visual appeal • considerable awareness of elements of design (e.g., colour, balance, use of space) • considerable creativity	• thorough visual appeal • thorough awareness of elements of design (e.g., colour, balance, use of space) • thorough creativity
Knowledge/ Understanding	• limited understanding of concepts	• some understanding of concepts	• considerable understanding of concepts	• thorough understanding of concepts
Thinking/ Inquiry	• limited evidence of critical thinking skills	• some evidence of critical thinking skills	• considerable evidence of critical thinking skills	• thorough evidence of critical thinking skills
Communication	• limited visual communication of ideas	• some visual communication of ideas	• considerable visual communication of ideas	• thorough visual communication of ideas

Comments and Suggestions for Improvement:

ESLCO: Rubric for Assessing a Portfolio

Name:

Evaluated by: **Teacher** **Self** **Peer** **Date:**

Category	Level 1	Level 2	Level 3	Level 4
Presentation	• limited visual appeal • limited creative arrangement • limited variety • limited organization	• some visual appeal • some creative arrangement • some variety • some organization	• considerable visual appeal • considerable creative arrangement • considerable variety • considerable organization	• thorough visual appeal • thorough creative arrangement • thorough variety • thorough organization
Communication	• limited oral proficiency in portfolio conference • limited evidence in the writing process • limited accuracy in written communication	• some oral proficiency in portfolio conference • some evidence in the writing process • some accuracy in written communication	• considerable oral proficiency in portfolio conference • considerable evidence in the writing process • considerable accuracy in written communication	• thorough oral proficiency in portfolio conference • thorough evidence in the writing process • thorough accuracy in written communication
Evidence of Understanding	• limited understanding of a variety of concepts	• some understanding of a variety of concepts	• considerable understanding of a variety of concepts	• thorough research skills
Thinking/ Inquiry	• limited research skills	• some research skills	• considerable research skills	• thorough research skills
Self-Assessment	• limited awareness of academic strengths and weaknesses • limited planning of personal and career goals	• some awareness of academic strengths and weaknesses • some planning of personal and career goals	• considerable awareness of academic strengths and weaknesses • considerable planning of personal and career goals	• thorough awareness of academic strengths and weaknesses • thorough planning of personal and career goals

Appendix A

WHAT ARE THE GOSPEL VALUES

Guiding Principles of a Christian Way of Life

Understanding

each person is created in love and destined for union with God

belief — Jesus as the mediator of revelation — mystery

wisdom — creed

reign of God — knowledge — Good News

Relationship With God

hope in God's gracious action in the world
faith in the story of creation and redemption
Holy Spirit
proclamation
evangelization
awe & power

Relationship With Others

Justice
respect for diversity
honesty
equity
peace
anti-war
liberation from oppression
empowerment
non-violence
human rights
service
cooperation
social justice
distribution of resources
prophetic challenges vs. inequality

Community
Belonging
Love
friendship
family
nurturing
compassion
empathy
chastity
generosity
right judgement
respect
responsible decision making
fidelity
support
global community
sharing
interdependence
encouragement
welcoming

Relationship With Creation

respect for life
reverence
care for the earth & the environment
proclamation
evangelization
awe & power

Relationship With Self

Wholeness
Dignity
self-esteem
integrity
courage
truthfulness
talents
work
uniqueness
industry
self-discipline
patience
courage
appreciation of beauty
forgiveness

Including

cognitive domain
knowledge/information

affective domain
attitudes/formation

behavioural domain
skills/transformation

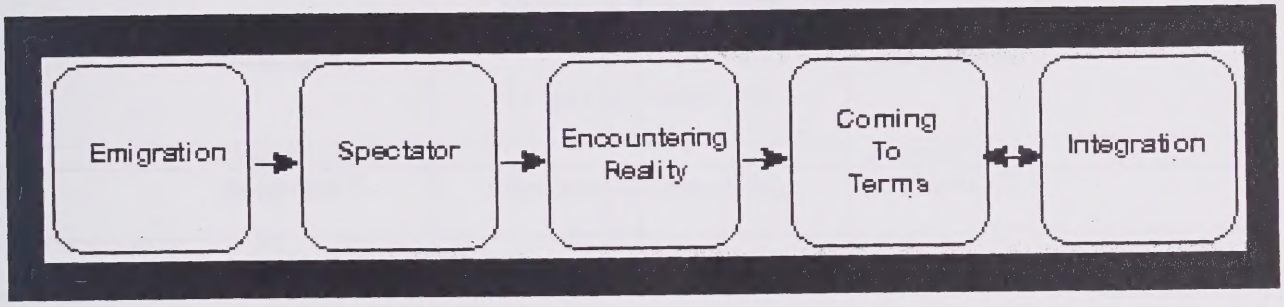
Behaviour

actions demonstrate which values are truly prized

Christian living

Discipleship

Stages in the Acculturalization Process



Vocabulary

Course: _____ Name: _____ Date: _____

Word	First Language
Sketch Visualize the word. Represent it with an icon.	
Definitions Use a dictionary.	
Synonyms Use a thesaurus.	
Examples Use the word to show the meaning.	

Word	First Language
Sketch Visualize the word. Represent it with an icon.	
Definitions Use a dictionary.	
Synonyms Use a thesaurus.	
Examples Use the word to show the meaning.	

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Examples Use the word to show the meaning.	

Word	First Language
Sketch Visualize the word. Represent it with an icon.	
Definitions Use a dictionary.	
Synonyms Use a thesaurus.	
Examples Use the word to show the meaning.	

Appendix D

A Comparison of Educational School Systems

Course: _____ Name: _____ Date: _____

My School in _____	Category	My School in Ontario
	Language(s) of Instruction	
	Number of Years of High School	
	Length of School Year	
	Length of School Day	
	Structure of School Day	
	Number of Subjects Studied	
	Subjects Studied	
	Extracurricular Activities	
	Approaches to Teaching and Learning	
	Role of Parents	
	Gospel Values	

Appendix E

A Model of the Writing Process

Prewriting

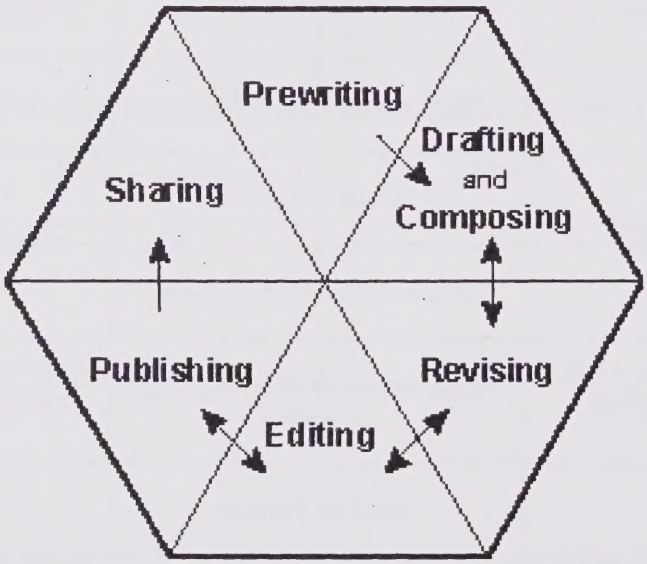
- Choose topics
- Brainstorm using a graphic organizer
- Select information

Drafting and Composing

- Conference about ideas
- Formulate a plan
- Choose a medium to record ideas (i.e., paper or word processor)
- Write the first draft as a quickwrite according to the plan

Revising

- Read the first draft to improve the quality of the written expression
- Improve word choice, sentence fluency, organization, clarity of ideas and cohesion
- Delete unnecessary information
- Write the second draft



Editing

- Use an editing checklist to review your work thoroughly
- Make the necessary corrections

Publishing

- Decide how to share your work with an audience (e.g., read to peers, school newspaper, etc.)

Sharing

- Share your work with an audience
- Elicit feedback from an audience

Appendix F

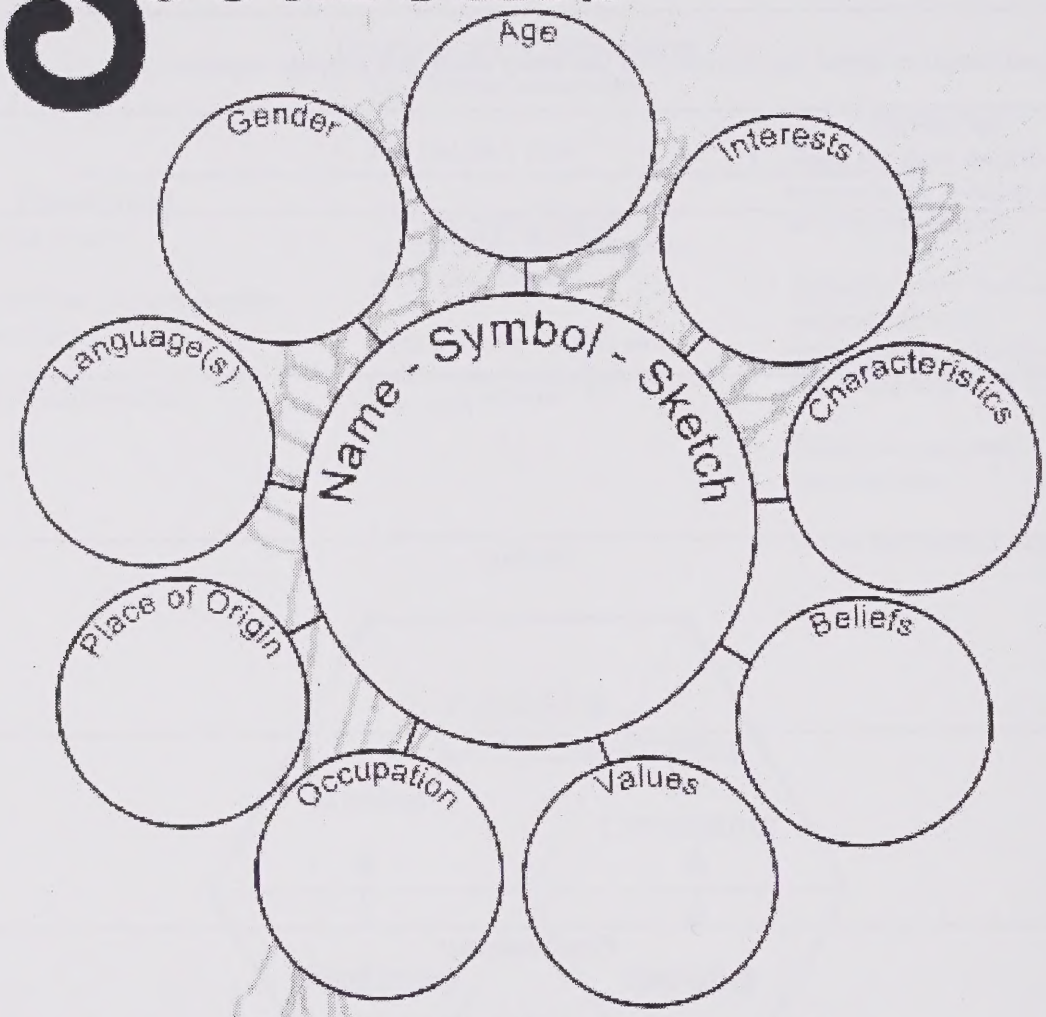
Story Map

Course: _____ Name: _____ Date: _____

Record information about the elements of the story using this graphic organizer.
Title: _____
Point of View:
Characters:
Setting:
Initiating Events:
Plot Summary:
Theme(s):
Interesting Features of the Novel:

Appendix G

Seedfolks



Character Development

Involvement in Garden:	Contribution to Others:	Personal Growth:

Learning Log

Course: _____ Name: _____ Date: _____

A learning log helps you reflect on your learning and set goals for yourself. As you look back over it, you can see how much you've grown and learned.

Title: _____ Chapter:

I discovered . . .

I used to think . . .

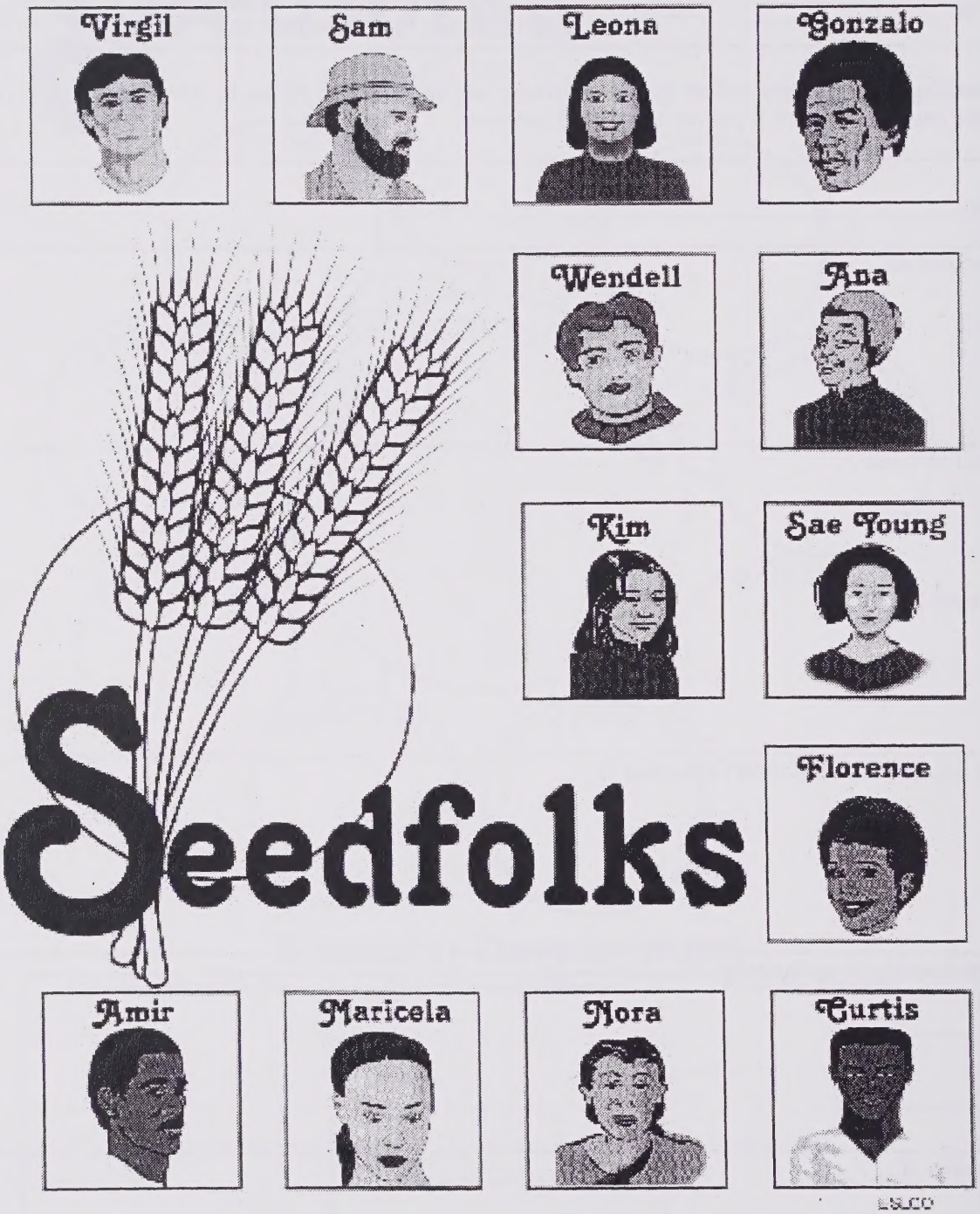
but now I think . . .

One important thing I will remember is . . .

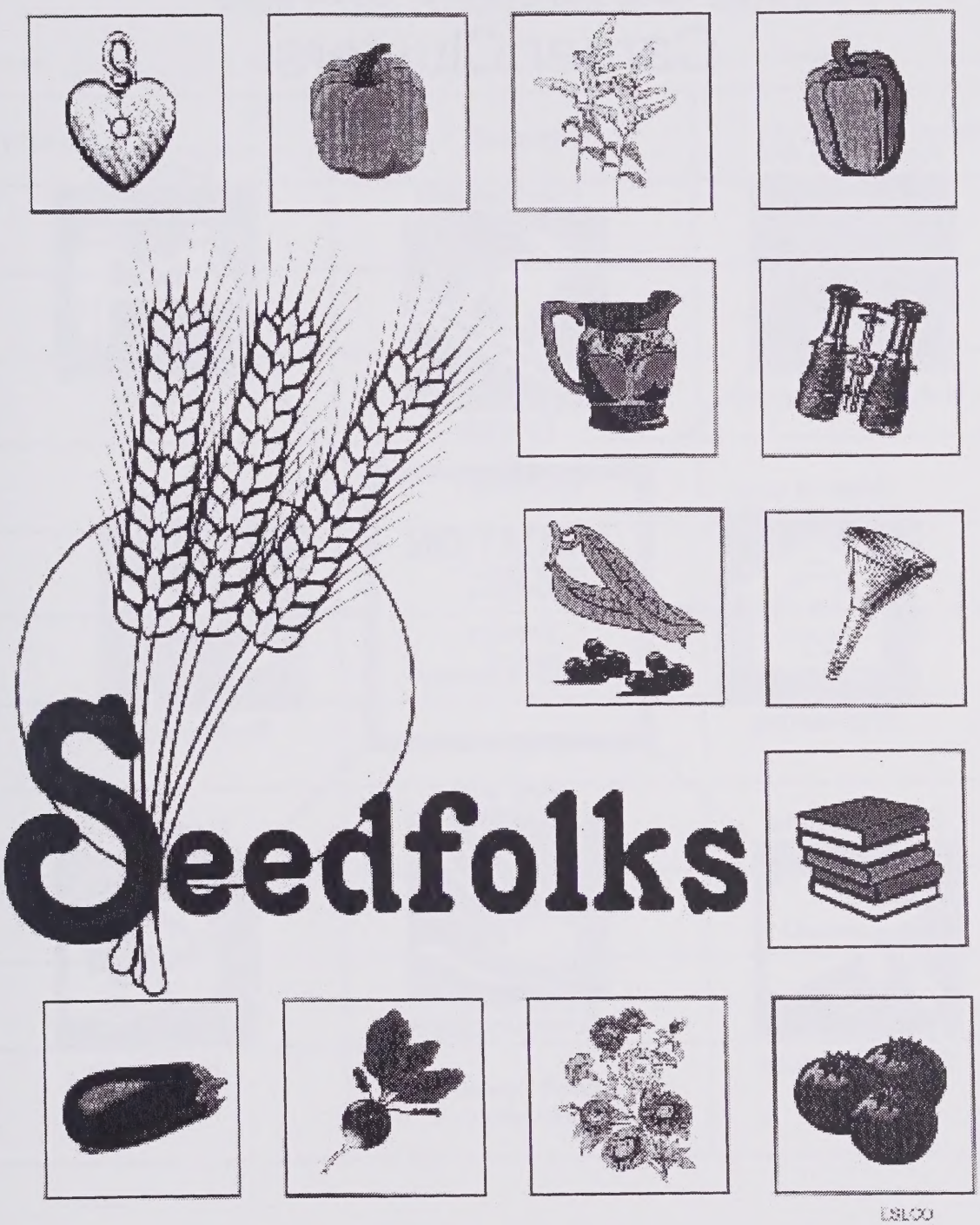
What helped me understand . . .

I wonder if . . .

Appendix I


Virgil
Sam
Leona
Gonzalo
Wendell
Ana
Kim
Sae Young
Florence
Seedfolks
Amir
Maricela
Nora
Curtis

Appendix J



Appendix K

Career Clusters

A Comparison of Interests, Aptitudes and Skills

Course: _____ Name: _____ Date: _____

My School in: _____	Category	My School in Ontario
	Art	
	Music	
	Sports	
	Technology	
	Mathematics	
	Science	
	Language	
	Media	
	Social Sciences	
	Jobs / Chores	
	Awards / Special Accomplishments	

Self-Awareness Inventory

Course: _____ Name: _____ Date: _____

A self-awareness inventory helps you identify information about yourself and outside influences in order to help you make wise career choices.

Interests	
Values	
Beliefs	
Skills	
Aptitudes	
Influence of Family	
Influence of Peers	
Expectations	
Dreams	

Interview Gambits

Course: _____ Name: _____ Date: _____

Category	Model	My Questions
Yes / No Questions	• Do you like your work? • Have you worked here long? • Did you always know that you wanted to be . . . ?	• • •
Fact-Finding Questions	• What experience did you need for your job? • Where did you study? • Who is your boss?	• • •
Open-Ended Questions	• What is a typical day like at your workplace? • How did you get started in your job? • What do you need to do to be successful in your job?	• • •
Follow-Up	• How has your job changed since you started? • How do you think your job will change in the future? • Can you clarify?	• • •

Appendix O

Research Organizer

Course: _____ Name: _____ Date: _____

Topic: _____

Organize your information in subtopics using jot notes.

Question or purpose: _____

Subtopic: _____

Subtopic: _____

Subtopic: _____

Subtopic: _____

Print

Research Sources Organizer

Course: _____ Name: _____ Date: _____

Title	Call Number
Author(s)	
Publisher	
Place and Date of Publication	
Notes Pages Used:	

Title	Call Number
Author(s)	
Publisher	
Place and Date of Publication	
Notes Pages Used:	

Title	Call Number
Author(s)	
Publisher	
Place and Date of Publication	
Notes Pages Used:	

Title	Call Number
Author(s)	
Publisher	
Place and Date of Publication	
Notes Pages Used:	

Computer

Research Sources Organizer

Course: _____ Name: _____ Date: _____

Title – Version Number
Author(s)
Production Company
Place and Date of Publication
Notes

Title – Version Number
Author(s)
Production Company
Place and Date of Publication
Notes

Title – Version Number
Author(s)
Production Company
Place and Date of Publication
Notes

Title – Version Number
Author(s)
Production Company
Place and Date of Publication
Notes

Video

Research Sources Organizer

Course: _____ Name: _____ Date: _____

Title	Call Number
Producer(s)	
Production Company	
Place and Date of Publication	
Notes	

Title	Call Number
Producer(s)	
Production Company	
Place and Date of Publication	
Notes	

Title	Call Number
Producer(s)	
Production Company	
Place and Date of Publication	
Notes	

Title	Call Number
Producer(s)	
Production Company	
Place and Date of Publication	
Notes	

Web Sites

Research Sources Organizer

Course: _____ Name: _____ Date: _____

Title of Web Site	Title of Web Site
Address – URL http://	Address – URL http://
Notes	Notes

Title of Web Site	Title of Web Site
Address – URL http://	Address – URL http://
Notes	Notes

Appendix 1.3: Rated Checklist for an Oral Presentation

Course:_____ Name: _____ Date: _____

Criteria	Exceptional 5 points	Considerable 4 points	Some 3 points	Limited 2 points	Not Yet/ Incomplete	Score
Content						
Organization						
Eye Contact						
Interest						
Visuals						
Fluency in Oral Communication						
Accuracy in Oral Communication						
					Total Score	

Appendix 1.4: ChecBric for Assessing a Storyboard

Name: _____ Assessed by: ❑ Teacher ❑ Self ❑ Peer Date:_____

Grade each trait by assigning a level based on the qualitative descriptors.

Trait One – Communicates Ideas Visually Effective storyboard ____ Uses cartoonists' tools ____ Is neat, clear, and presentable ____ Presents ideas in a visually pleasing way ____ Controls language conventions in the script: ___ capitals ___ punctuation ___ spelling ___ grammar ___ word choice	1. Limited degree of understanding of this event 2. Some degree of understanding of this event 3. Considerable understanding/interpretation of this event 4. Thorough understanding/interpretation of this event
Trait Two – Comprehension Understands the historical passage ____ Identifies the main ideas ____ Identifies significant detail ____ Has correct sequence of events ____ Makes literal interpretations ____ Makes inferred interpretations ____ Understands overall meaning	1. Limited degree of understanding of this event 2. Some degree of understanding of this event 3. Considerable understanding/interpretation of this event 4. Thorough understanding/interpretation of this event
Trait Three – Extends Understanding ____ Makes connections to personal experience	1. Limited application of understanding 2. Some application of understanding 3. Considerable application of understanding 4. Thorough application of understanding

Student Comments	Peer Comments	Teacher Comments
Highest Consistent Level of Achievement		

Appendix 1.5: Checklist for Assessing Group Work

Name: _____ Assessed by: ❑ Teacher ❑ Self ❑ Peer Date:_____

Criteria		Assessment Points			
		Points Possible	Earned Assessment		
			Peer	Self	Teacher
1.	Individual's preparedness	10			
2.	Individual's task completion	10			
3.	Individual's participation	10			
4.	Individual encourages others to participate constructively.	10			
5.	Individual is a good listener.	10			
6.	Individual defends his or her position in a thoughtful manner.	10			
7.	Individual debates in an agreeable manner.	10			
8.	Individual can compromise.	10			
9.	Individual assists group in following directions and meeting the timelines.	10			
10.	Individual promotes positive interactions between group members.	10			
	Total	100			

Student Comments	Peer Comments	Teacher Comments

Appendix 1.6: Portfolio Reflection Sheet

Here are four different reflection sheets to attach to your work for your comments and self-assessment.

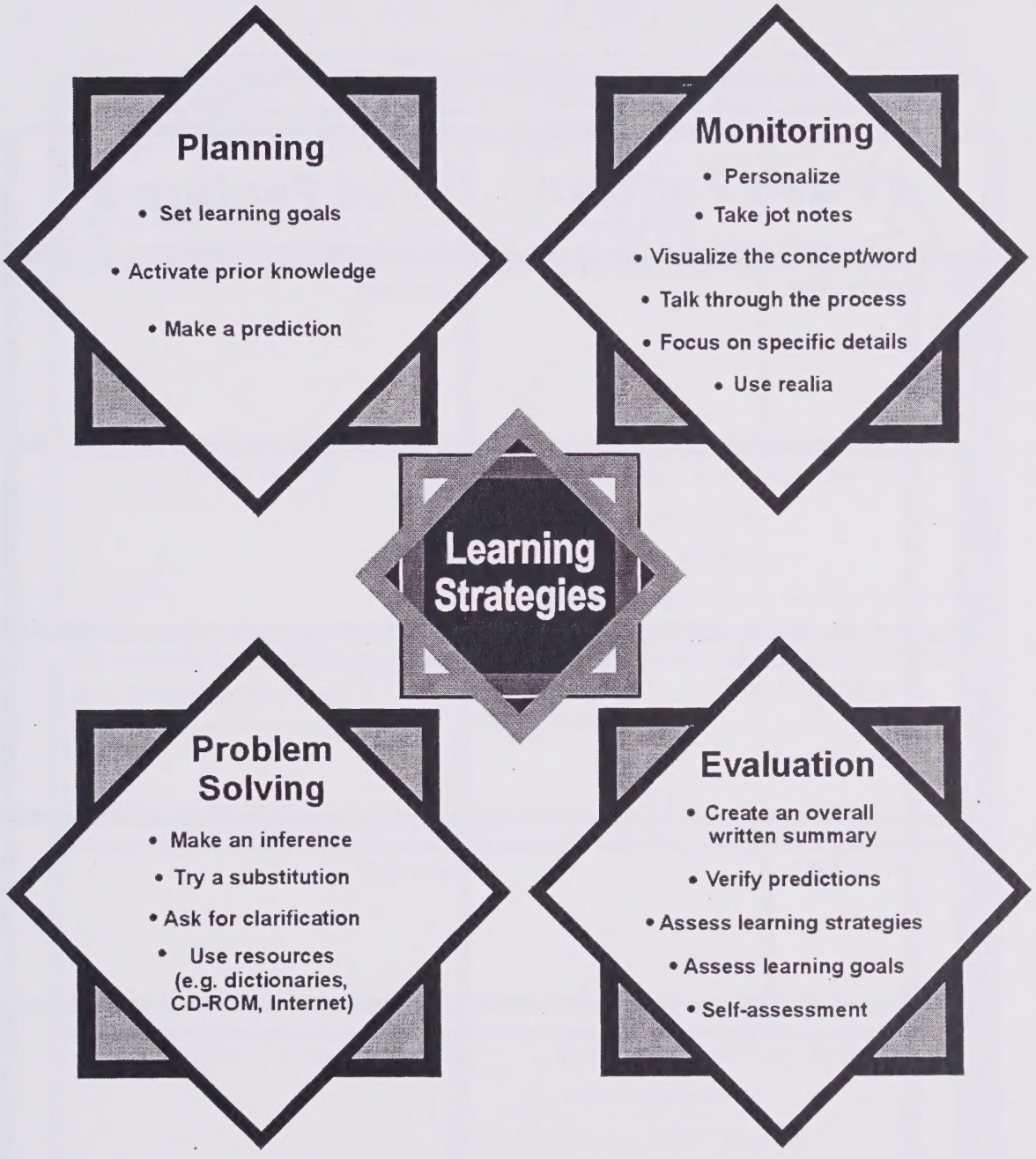
Date of completion:	Date of Submission:
Description:	
One insight … I used the feedback I received…	

Date of completion:	Date of Submission:
Description:	
If I could share this portfolio with anyone living or dead, I… The aspect of which I am most proud is… In order to get better results next time, I will…	

Date of completion:	Date of Submission:
Description:	
This item has increased my: ❑ self-knowledge ❑ team work skills ❑ decision-making skills ❑ personal management skills ❑ academic skills ❑ learning strategies skills	Comment:

Date of completion:	Date of Submission:
Description:	
A metaphor to describe my learning… The learning skills that I used in completing this item were …	

Appendix T



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Appendix U

Why Immigrate?

Episode Title: _____

Course: _____ Name: _____ Date: _____

Country of Origin	Push Factors	Pull Factors
Ireland		

FSCO

Wordsmithing Log

Appendix V

Course: _____ Name: _____ Date: _____

Key Word/Phrase/Idea

prefix	root	suffix

Identify the root word and/or prefix or suffix

First Language

Cognate (Word Twin)

Definition

Use a dictionary.

Part of Speech

Other Forms

Vocabulary Learning Strategy

I will...

- ☐ visualize the keyword.
- ☐ group or classify the word.
- ☐ create a cognate (word twin) for the word.

Key Word/Phrase/Idea

prefix	root	suffix

Identify the root word and/or prefix or suffix

First Language

Cognate (Word Twin)

Definition

Use a dictionary.

Part of Speech

Other Forms

Vocabulary Learning Strategy

I will...

- ☐ visualize the keyword.
- ☐ group or classify the word.
- ☐ create a cognate (word twin) for the word.

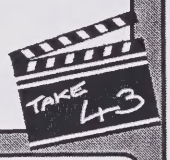
FSI CO

Appendix W

Video Fast Facts

Course: _____ Name: _____ Date: _____

Title / Series



"Fast Facts"

-
-
-
-

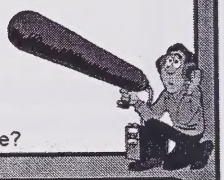
List some important details.

Striking Images

-
-
-

Describe a memorable moment.

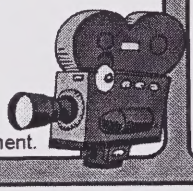
Sound



What emotional reaction did it evoke?

Filming Techniques

-
-



Camera angles or camera movement.

Values

Identify the values expressed.

Overall Impression

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Appendix X

Elements of Visual Production and Media Terminology

Camera Angles

bird's eye

high angle shot

eye-level shot

low angle shot

worm's eye

Sound

sound effects

music

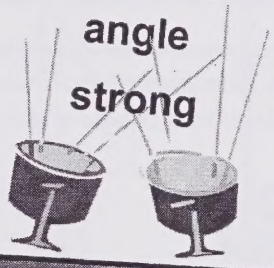
speech

Lighting

intensity

angle

strong

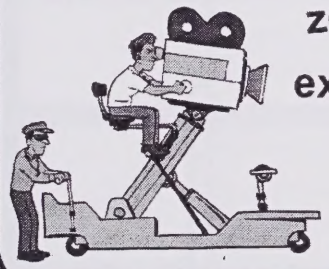


Camera Movement

close-up shot

long shot

zoom in



extreme close-up

zoom out

medium shot

Terms

storyboard

script

shot

take

cut

fade in

dissolve

dolly

tilt

pan

frames

blue screen

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Appendix Y

Deconstructing A Heritage Minute

Episode Title:_____

Course: _____ Name: _____ Date: _____

Camera Techniques	Effect

Sound Track	Effect

Striking Images	Effect

Values	Effect

I think...

FSI CO

Create A Storyboard

Appendix Z

Title: _____

Course: _____ Name: _____ Date: _____

You can use a storyboard to help you create a story. Draw a picture in the frame for each part of your story. Write the script to explain what is happening in each frame. Make sure to number each frame.

ESLCO

What's in a Poem?

Appendix AA

Course: _____ Name: _____ Date: _____

Title

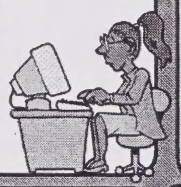
What does it mean?

Values

Identify the values expressed.

Wordpool

Select memorable words or phrases.



Poetic Devices

Find examples of figurative language (e.g. simile, metaphor, alliteration, hyperbole).

Structure/Format

How is the poem organized? (Stanzas, free verse, rhymed/unrhymed)

Theme

What is the central message?

The Poet

What I liked most about this poet's style....

One question I still have...

Overall Impression

What I will remember most about this poem....

FSI CO

Résumé Information Gathering Sheet

Appendix BB

Course: _____ Name: _____ Date: _____

Use this graphic organizer to build a résumé.	
Name, Address, Phone, Fax	Include full name, complete mailing address and phone number, including area code.
Career Objective Goal	Why are you applying for this position?
Education	List all schooling in reverse order.
Employment	List your present or most recent employer, your title and the duration of employment.
Skills and Achievements	What do you have to contribute to the world of work? Use the Employability Skills headings:academic, personal, management and teamwork skills.
Activities and Interests	List hobbies, leisure activities and professional organization membership.
References	Write "Available upon request".

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